DOCUMENT RESUME

ED 095 157 95 SP 008 336

AUTHOR	Cox, William F., Jr.
TITLE	Development and Implementation of a Training Program for Educational Research and Developmental Personnel. Final Report.
INSTITUTION	Florida Agricultural and Mechanical Univ., Tallahassee.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C. Researcher Training.
BUREAU NO	BR-2-0582
PUB DATE	Mar 74
GRANT	OEG-0-72-1589
NOTE	233p.
EDRS PRICE	MF-$0.75 HC-$11.40 PLUS POSTAGE
DESCRIPTORS	*Comprehensive Programs; Educational Programs; *Educational Researchers; Evaluation; *Instructional Materials; *Material Development; Minority Groups; Planning; *Workshops

ABSTRACT

This report describes the development, implementation, and evaluation of a minority-group training program on comprehensive education planning. Thirty educators, mostly black and female, responsible for comprehensive planning activities attended a 3-week workshop covering the areas of needs assessment, goal development, planning, project management, implementation evaluation, progress evaluation, and product evaluation. The areas of instruction were selected from results of a training-needs assessment and were implemented in the workshop via appropriate instructional modules (in the field-test stage) as developed by various education agencies. Results indicate that the instructional materials were appropriate for the audience as determined through product evaluations and trainee ratings. Followup evaluations indicate that most of the trainees felt very positive toward comprehensive planning, and over half of the trainees were involved in comprehensive planning activities. Most developers of modules used in the workshop indicated that evaluation data would help modify or clarify the nature of their instructional products. Additional products developed in coordination with the training program include a needs assessment instrument, implementation procedures, and a catalog of instructional products relating to educational research and development. (Author)

ED 095157

Final Report

BEST COPY AVAILABLE

Project No. R020582
Grant No. OEG-0-72-1589

William F. Cox, Jr.
School of Education
Florida A&M University
Tallahassee, Florida 32307

DEVELOPMENT AND IMPLEMENTATION OF A TRAINING PROGRAM FOR EDUCATIONAL RESEARCH AND DEVELOPMENT PERSONNEL

March, 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

National Institute of Education

Task Force on Researcher Training

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP009 336

JUN 6 1974

THESE PAGES WERE

~~THIS PAGE WAS~~ MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

TABLE OF CONTENTS

	Page
AUTHOR'S ABSTRACT	ii
TITLE PAGE	iii
LIST OF TABLES	vi
INTRODUCTION	1
PROCEDURES	2
Specification of Target Audience	2
Procedural Model	2
Assessment of Training Needs	3
Required training needs	3
Needs assessment instruments	4
Program Selection	5
Training sessions	5
Instructional modules	5
Trainee selection	7
RESULTS	9
Project Administered Evaluations	9
Initial versus post skills inventory	9
Individual product evaluations	10
Final evaluation	11
Follow-up evaluation	13
Comprehensive planning involvement analysis	14
Consultant Administered Evaluations	16
Indicators of performance	16
Needs assessment and goal development	18
Project management basic principles	18
Implementation/progress evaluation	19
Evaluating instructional programs	19
The field test game	19
Procedural Model	20
Instructional Materials Catalog	20
CONCLUSION	22
RECOMMENDATIONS	25
BIBLIOGRAPHY	27
APPENDIX MATERIALS	
A.--PROCEDURAL MODEL	29
B.--INITIAL INSTITUTE ANNOUNCEMENT	32
C.--TRAINING NEEDS ASSESSMENT INSTRUMENT	34
D.--SCHEDULE, COMPREHENSIVE EDUCATIONAL PLANNING INSTITUTE	36

Page

E.--INSTITUTE TRAINEE SKILLS INVENTORY 37
F.--PRODUCT EVALUATION FORM 38
G.--PROJECT MANAGEMENT INSTRUCTIONAL OBJECTIVES . 40
H.--INSTRUCTIONAL MATERIALS CATALOG 42

LIST OF TABLES

Table		Page
1.	Initial, Final, and Difference Mean Skill Scores	9
2.	Product Evaluation Mean Scores	10
3.	Number of Participants, by Category, Actually Involved in Comprehensive Planning	15
4.	Ratings of Group Performance on Indicators of Performance Module	17

BEST COPY AVAILABLE

INTRODUCTION

Originally funded to completely develop a training program for research and development personnel, the project was revised, with a change in directorship, to be both a needs-based training program and a disseminator of new educational products. The rationale was, in part, to assess the suitability of new, unpublished programs for the previously defined (original proposal) target population of predominantly Black and predominantly female representation. It was not at all clear, at that time, that other training programs in educational research and development were based on actual training needs of personnel in the field or that the field testing of R&D type training programs included adequate minority group representation. Thus, in consultation with NIE officials, it was agreed that the original proposal be revised to deliver needed skills while at the same time assessing whether the training programs were appropriate for the target population.

Specific goals of the program were to assess the training needs of minority groups in education, to match suitable training programs to these needs, to conduct appropriate training, and to evaluate results of the training. Product forms derived from the project include a needs assessment instrument and an accompanying schedule of procedures, results of the training program, and a catalog of existing training materials.

Evaluation of the training Institute indicated that the modules were generally appropriate for the Institute participants. A significant increase was noted in the participants' perceptions of their own abilities and in their performance on the instructional modules. Over half of the Institute participants were subsequently involved in comprehensive planning activities. Follow-up correspondence with the various Institute consultants indicated that revisions to instructional modules would be based on findings from the Institute.

PROCEDURES

Specification of Target Audience

As specified in the original proposal, the target population is not the highly trained and advanced graduate student but rather the "front-line" persons in public education who are responsible for the majority of instructional activities. These persons are typically employed in an administrative or instructional capacity within an educational system.

While the only prerequisite requirement was the possession of a bachelor's degree, the total number of trainees must contain at least 40% female membership and 60% racial minority membership. The educational requirement was set consistent with expectations of most training programs and realistically associated with the educational standards of most schcol systems. The ethnic and sex proportionality was set consonant with the desire to investigate the appropriateness of training materials for minority groups and was equally consonant with the student population of the sponsoring institution, Florida A&M University.

Further educational, professional, or demographic specifications defining the target audience were considered inappropriate since the purpose was to select trainees based on a homogeneous set of identified training needs rather than to offer preselected training programs to a rigidly specified group of trainees.

Procedural Model

The first step in designing instruction is generally conceded to be the specification of instructional objectives (e.g., Briggs, 1970; DeCecco, 1968). However, instructional design models of this type implicitly if not explicitly presuppose the nature of the instructional content. Moreover, it is often the case that curriculum development corporations have content matter at least roughly defined thereby specifying the type of initial phase required in systematic developmental sequences. For instance the valuable guideline entitled Calipers (Southwest Educational Development Laboratory, 1969), presents a learning

systems developmental process which begins at the field test site selection phase.

By the nature of this project, the recognizable first phase occurs in an earlier temporal relationship than in the examples presented above. One of the major goals was to disseminate (distribute knowledge, information, and/or technology) field-test-ready educational materials based on the training needs of an, at that time, unknown target population. Parenthetically it was naturally hoped that dissemination would result in diffusion, or adoption and utilization, of the information. (See Schalock, Thomas, Morse, and Smith, 1972, for a more complete definition of dissemination, diffusion, etc.) Because of the lack of any systematic procedures readily appropriate to this project, it was decided to develop a procedural model (see Appendix A) which could then be used both as a guide for this project and any subsequent projects of a similar nature. The model was roughly outlined initially and then refined throughout the project's duration. Although not intended to be a thoroughly validated and tested model, it is a workable model and thus provided operational guidelines for this project.

Assessment of Training Needs

The means for assessing needed competencies of educators proceeded on several fronts. In line with related studies by the AERA Task Force on RDD&E (1971), by the Far West Laboratory (1972), and by Teaching Research (Schalock et al., 1972), it was decided to construct an instrument for assessment of needed competencies. A second major effort was directed at determining training needs that exist by virtue of legislative acts, requirements by local school districts, etc.

Required training needs. In consultation with supervisors in the State of Florida Department of Education, it became apparent that concepts such as Accountability, Educational Renewal, and Comprehensive Educational Planning were going to be implemented in Florida schools, thereby automatically requiring that educators be appropriately trained. This type of "mandated" training requirement was thus used as the contextual emphasis of the project and therefore determined the content of the assessment

instruments. Also, the decision to concentrate project efforts on these requirements determined, in advance, that the majority of project trainees would be located in the State of Florida.

Needs assessment instruments. In an attempt to build a comprehensive yet manageable assessment instrument over the area of educational RDD&E, the classification system developed by The Oregon Studies (Schalock et al., 1972) was selected to be the major guideline. However, as documented in an earlier progress report, attempts to build such an instrument were discouraged by personnel involved with The Oregon Studies and also by consultants to this project.

In deleting the originally planned method of assessing training needs, the next logical step was to send to administrative personnel, staff developmentalist, instructional coordinators, prospective trainees, educational agencies, and other interested parties, an announcement of the project and a request to identify general areas where instruction was needed (Appendix B). An analysis of the 80 questionnaires returned (out of 170 distributed) indicated that a high demand existed for those skills representative of the concept, Comprehensive Educational Planning. Specifically, most responses were associated with the categories: comprehensive planning, needs assessment, evaluation, management objectives, management techniques, product dissemination, instructional development, curriculum management, and the techniques of teaching. As defined, comprehensive educational planning specifically includes all categories except the last three but by no means completely excludes these three.

From the results of the needs analysis, the decision was to develop a training program specifically over the area of Comprehensive Educational Planning. A subsequent assessment instrument (Appendix C) was then constructed and again sent to the same general audience for a more precise classification of the training needs. This second instrument consisted of a matrix of skills (adapted from The Oregon Studies) and product/output categories (as specified in results of the first questionnaire and consistent with the Comprehensive Planning Model as described in the Florida Department of Education publication, Planning for Change, 1972).

From results of the first and second questionnaires (number of returns were significantly less for the second questionnaire), and the mandate for all schools to submit comprehensive educational plans in 1973, a tentative workshop was scheduled.

Program Selection

Initial plans were to include the presentation of a FAMU based training session with a number of regionally located sessions scheduled on an as required basis. Attempts to coordinate regional sessions were stymied by factors such as lack of qualified project support personnel, limited or nonexistant release time available to inservice teachers within any educational region, the lack of clearly defined training needs within an educational region, and the difficulty of locating minority group personnel (Blacks and females) responsible for anything other than teaching activities.

Training sessions. Given the difficulty in scheduling regional training sessions, the decision was made to conduct a major training session at Florida A&M during the 3-week period, July 9-27, 1973. This emphasis and the intention to compare trainee performance across all instructional modules, while adhering to constraints addressed in the procedural model (e.g., scheduling factors, room and facilities availability, assessment of entry behaviors), resulted in scheduling a workshop for approximately 30 trainees, to cover the entire content of comprehensive planning (Institute on Comprehensive Education Planning). Moreover, from early indications, the implementation of comprehensive educational planning concepts in school systems was at too early a stage to guarantee an unlimited supply of trainees (especially from minority groups) for precise trainee-instructional module matching, giving additional validity to the range of instructional content selected.

Instructional modules. With the decision made regarding the nature of the training session, it was necessary to search for instructional modules appropriate to the major activities in Comprehensive Educational Planning, namely: needs assessment; stating objectives, proposing and selecting strategies; implementing and monitoring strategies; product evaluation; and managing (see Planning for Change,

1972). Moreover, according to project specifications, only those modules in the field-test (not ready for marketing) stage of development could be employed in the training session.

Instructional modules located and considered appropriate for training in various areas of educational research, development, diffusion, and evaluation activities are documented in this report (see Appendix H), thus satisfying one of the project requirements. Note that the modules are categorized according to major or area headings of Research, Development, Diffusion, Evaluation, Planning, and Statistics.

Instructional modules selected for the Institute are listed below (in their order of occurrence in the Institute).

1. Topic: Planning and stating objectives
   Module: Indicators of Performance
   Developer: Research for Better Schools (RBS)
   Implementers: H. Denby and J. Dougherty, RBS

2. Topic: Needs assessment and goal development
   Module: Setting Goals for Local Schools
   Developer: Cincinnati School Board
   Implementer: Wm. Cox, FAMU

3. Topic: Management
   Module: Project Management Basic Principles
   Codevelopers: Research for Better Schools and Ohio State University (OSU)
   Implementers: D. Cook and P. Stoycheff, OSU

4. Topic: Strategy implementation
   Module: Implementation Evaluation
   Developer: Center for the Study of Evaluation, University of California at Los Angeles (UCLA)
   Implementer: A. Fink, UCLA

5. Topic: Strategy monitoring
   Module: Progress Evaluation
   Developer: Center for the Study of Evaluation, UCLA
   Implementer: A. Fink (UCLA)

6. Topic: Product evaluation
   Module: Evaluating Instructional Programs
   Developer: Eva Baker, University of California at Los Angeles
   Implementer: A. Fink (UCLA)

7. An additional module implemented in the few remaining hours of the workshop as a favor to the product developer was:
   Module: The Field Test Game
   Developer: Richard McCann, Los Angeles, California
   Implementer: Wm. Cox, FAMU

Prior to actually presenting the instructional modules mentioned above, the training session began with registration activities, a brief two hour session on human relations by Dr. James Beck (FAMU), and an introduction to the concept of Comprehensive Educational Planning by John Wheeler, administrator for Comprehensive Planning in the Florida State Department of Education (see Appendix D).

Trainee selection. The training program was designed for those people (of previously defined characteristics) in the school districts and other educational systems who have the responsibility for implementing some phase of Comprehensive Educational Planning. During the project planning stage it was known that each county, or district (67), had two coordinators of comprehensive planning and that each school was supposed to appoint a comprehensive planning team. Furthermore, it seemed reasonable to expect that various supervisory personnel in the State Department of Education would also be involved and hence could benefit from the training session. A specific effort was also made to attract trainees from low-population, limited resource districts where there is an apparent shortage of R&D type personnel, activities, etc.

Selection of the 30 trainees was planned as a 2-phase process. The first phase consisted of categorizing and selecting on the basis of who was most likely to benefit from the training. Of the 70 applicants, 9 individuals were currently involved in comprehensive planning (Category 1), 11 individuals indicated that they were assigned but currently not involved in comprehensive planning (Category 2), 16 individuals expected to be involved but were not yet appointed

to comprehensive planning activities (Category 3), and the remaining individuals (Category 4) applied for the workshop for various other reasons to include the receipt of graduate credit or the basic desire to attend a summer institute. Thirty participants and six alternates were selected exclusively from the first three mentioned categories but, because of cancellations, all alternates and one individual from the fourth category were finally admitted to the Institute.

The second phase of the selection process, that of substituting members to meet the 60%-40% (Black-female) minority representation was not required. Actual representation was 87% Black (26 Blacks, 4 Whites) and 67% female (20 females, 10 males). The loss of one Black, male trainee, because of personal reasons, occurred during the workshop thereby prohibiting the selection of an alternate participant.

A categorization by professional roles of the remaining 29 participants reveals: one principal, two assistant principals, six staff assistants, one guidance counselor, one curriculum supervisor, one representative from the Florida State Department of Education, and seventeen teachers. It should also be noted that of the 30 individuals who started the Institute, 25 (83%) had previously taken classes from Florida A&M University.

RESULTS

Discussed in the results section are the evaluations conducted by project staff and by curriculum product developers (Institute consultants), the procedural model, and the catalog of instructional materials.

Project Administered Evaluations

Evaluation data were collected on participants pre- and post-Institute skills, on how participants reacted to each instructional module, on the participants final evaluation of the entire Institute, and on the subsequent impact (follow-up study) of participant attendance in the Institute. Instruments used to collect these data were all developed by the project staff.

Initial versus post skills inventory. During the first day of the Institute and approximately 4 months (November) later, each individual rated his own level of expertise (see Appendix E), on a five-point scale, over the 9 skill areas presented in the Institute (5 = maximum, 1 = minimum rating). The mean initial (I), final (F), and difference (D) scores for 28 participants are presented below.

TABLE 1

Initial, Final, and Difference Mean Skill Scores*

Skill	Mean Scores		
	I	F	D
1. Needs Assessment	2.2	3.8	1.6
2. Deriving Goals	2.4	3.8	1.4
3. Planning	2.5	3.9	1.4
4. Project Management	2.2	3.6	1.4
5. Setting Objectives	2.5	3.9	1.4
6. Strategy Selection	2.2	3.8	1.6
7. Implementation Evaluation	2.1	3.8	1.7
8. Progress Evaluation	2.2	3.9	1.7
9. Product Evaluation	2.1	3.9	1.8

*The mean difference score in each area was

significantly different at the .05 level (t test on dependent measures) even while a few participants were not actively using these skills over the time period evaluated.

Individual product evaluations. Data for this section are derived from the evaluations (see Appendix F) which were conducted immediately upon completing each respective module. Participants responded on a five point scale (5 = maximum, 1 = minimum rating) to each of the following questions.

1. How significant do you judge the module to be in terms of helping you in C. E. P.?
2. Rate the instructional content in terms of understandability.
3. Rate the instructional content for its relatedness to your role in Comprehensive Educational Planning.
4. Overall, you feel that your input contributed to the group's growth.
5. The group you were in contributed to your own personal growth.

Mean scores for the five questions are presented below and are based on an N of 29. Responses to questions 4 and 5 were required only where group processes occurred (modules 1, 2, and 4).

TABLE 2

Product Evaluation Mean Scores

Module	Item 1	2	3	4	5
1. Indicators of Performance	4.41	4.34	4.38	3.97	4.24
2. Needs Assessment	4.41	4.31	4.41	4.21	4.66
3. Project Mgmt.	3.83	3.38	3.31	----	----
4. Imp. & Prog. Evaluation	4.17	4.07	4.00	3.62	3.72
5. Evaluating Inst. Pgm.	4.03	3.69	3.90	----	----
6. Field Test Game	4.38	4.59	4.28	----	----

For the first three items, analysis of variance indicated a significant difference between the module mean scores in each of the three items (F's = 2.67, 10.57, & 8.23, respectively; df = 5/168; $p < .05$). Application of

the Newman-Keuls sequential range test indicated that: in item 1, mean scores for modules 1, 2, and 6 were each significantly different from the mean score for module 3; in item 2, modules 1, 2, 4, & 6 differed significantly from module 3 and modules 1, 2, & 6 were significantly different from modules 5; and in item 3, all modules were significantly different from module 3 ($p < .05$). Subsequent analysis using the Newman-Keuls sequential range test indicated a significant difference ($p < .05$) between all mean scores within both items 4 and 5.

Final evaluation. On the last day of the Institute, participants completed a 12 item final evaluation. Since the items required write-in answers, categorization of the responses reflects this author's judgment as to response interpretation. Furthermore, since responding participants provided more than one comment to each item, the tabulation of total item responses may sum to more than 29 (number of participants) and should be kept in mind when reviewing the data presented below. Generally, only the more frequent responses (10% or over) are presented with each of the following items.

Item 1: Was sequence of modules in proper order?
Response -- Yes (69%)
Response -- Needs Assessment (Cincinnati) should have preceded Indicators of Performance (RBS) (24%)

Item 2: How well did Institute relate to your concept of Comprehensive Educational Planning (C. E. P.)?
Response -- All elements were covered and increased my knowledge (79%)
Response -- Needed more on Florida plan (10%)

Item 3: Comment on operation of Institute
Response -- Orderly, smooth operation (55%)
Response -- Underestimated time requirement (18%)

Item 4: Reactions toward daily monitoring and evaluation of Institute proceedings
Response -- Necessary (54%)
Response -- Unnecessary (4%)
Response -- Effective (12%)

Item 5: Which module most relevant for you in terms of Comprehensive Educational Planning?
Response -- All (13%)
Response -- Indicators of Performance (RBS) (27%)
Response -- Implementation & Progress Evaluation (UCLA) (33%)
Response -- Evaluating Instructional Programs (UCLA) (7%)
Response -- Project management (Ohio-RBS) (10%)
Response -- Needs Assessment (Cincinnati) (10%)
(All response categories are displayed)

Item 6: Which module was least relevant....?
Response -- Project Management (53%)
Response -- Indicators of Performance (26%)
Response -- Evaluating Instructional Programs (11%)
Response -- Product Evaluation (5%)
Response -- Human Relations Introduction (5%)
(All response categories are displayed)

Item 7: List two things learned of immediate importance to you in C. E. P.
Response -- Progress evaluation (9%)
Response -- Methods of C. E. P. (23%)
Response -- Project management (15%)
Response -- Needs assessment (13%)
Response -- Evaluation (13%)

Item 8: What would you do differently in conducting a similar workshop?
Response -- Nothing (11%)
Response -- Increase time allowed (40%)

Item 9: Similarly, what would you do the same?
Response -- Everything (41%)
Response -- Provide step by step instruction (10%)
Response -- Provide variety of consultants (10%)
Response -- Use same modules (10%)

Item 10: What did project director do to make workshop successful?
Response -- Provided good consultants (11%)
Response -- Good physical environment (15%)
Response -- Skillful human relations (33%)
Response -- Planned well (24%)

Item 11: How could I make workshop a better experience?
Response -- Reduce material covered (14%)
Response -- Nothing (21%)

Item 12: Additional comments
Response -- Enjoyed it (52%)
Response -- Learned a lot (32%)

Follow-up evaluation. Conducted in November and early December, each of the 28 participants was visited at his/her home site and asked to discuss the impact of attending the Institute. (Two participants, one who moved to New York and one who did not complete the Institute, were not contacted.) Included in the discussion were the following questions. As in the previous section only those categories receiving at least 10% of all total responses are mentioned.

1. What have you done in Comprehensive Educational Planning since the Institute?
   Response -- Developed district plans (18%)
   Response -- Developed school plans (39%)
   Response -- Nothing (43%) (skills were used in other activities however in all but one case)

2. What skills did you use?
   Response -- Needs assessment (19%)
   Response -- Deriving goals (17%)
   Response -- Planning (16%)
   Response -- Setting objectives (11%)
   Response -- Implementation evaluation (11%)
   Response -- Progress evaluation (10%)

3. Which skill helped or was the most valuable to you?
   Response -- All equally valuable (10%)
   Response -- Needs assessment (24%)
   Response -- Deriving goals (10%)
   Response -- Project management (16%)

4. Which skill was the least valuable to you?
   Response -- Planning (12%)
   Response -- Project management (28%)
   Response -- No least valuable skill (40%)

5. Any other opportunities made available to you as result of attending the Institute?

Response -- No (75%)
Response -- More responsibility (25%)

6. What products have you developed related to using Institute derived skills?
Response -- None (38%)
Response -- 1 year plan for school (34%)
Response -- Curriculum products (10%)
Response -- 5 year plan for school (10%)

7. Discounting the time factor in what area could you have benefitted from more instruction?
Response -- Planning (17%)
Response -- Evaluation (17%)

8. What is your attitude toward Comprehensive Educational Planning?
Response -- Very positive (82%)

9. Has your level of satisfaction (or frustration) increased or decreased by taking the workshop?
Response -- Satisfaction increased (43%)
Response -- Frustration increased (29%)
Response -- Frustration decreased (25%)
Note: For those respondents whose frustration increased, the major (over 50%) reason was that the individuals were not given an opportunity to participate in C. E. P. For these 8 respondents, 7 were Black, 1 was White.

Comprehensive planning involvement analysis. A closer examination of responses to question number 1 reveals that the original categorization (i.e., Category 1, 2, 3, or 4) of participants according to expected involvement in comprehensive planning was not an accurate reflection of actual involvement (see Table 3).

Re-examination of the results of the follow-up evaluation for only those 16 individuals (57%) involved in comprehensive planning (as indicated in Table 3) reveals the following information. (Again, only those responses of at least 10% frequency are typically displayed.)

TABLE 3

Number of Participants, by Category, Actually Involved in Comprehensive Planning

Question #1--Responses	Pre-workshop Category			
	1	2	3	4
Developed district plans (18%)	2	2	1	0
Developed school plans (39%)	2	4	5	0
Nothing (43%)	1	3	8	1

Question #2. What skills did you use?
Response -- Needs assessment (23%)
Response -- Goal derivation (23%)
Response -- Planning (17%)
Response -- Setting objectives (13%)

3. What skill helped or was the most valuable to you?
Response -- Needs assessment (25%)
Response -- Goal derivation (13%)
Response -- Setting objectives (13%)

4. Which skill was least valuable?
Response -- No least valuable (20%)
Response -- Project management (28%)
Response -- Product evaluation (12%)

5. Any other opportunities made available to you as result of attending the Institute?
Response -- No (75%)
Response -- More responsibility (25%)

6. What products have you developed related to using Institute derived skills?
Response -- None (18%)
Response -- 1-year report (59%)
Response -- 5-year report (12%)

7. Discounting the time factor, in what area could you have benefitted from more instruction?
Response -- Evaluation (19%)
Response -- Implementation strategies (13%)

Response -- Statistics (13%)

8. What is your attitude toward Comprehensive Educational Planning?
   Response -- Positive (94%)

9. Has your level of satisfaction (or frustration) increased or decreased by taking the workshop?
   Response -- Satisfaction increased (50%)
   Response -- Frustration increased (19%)
   Response -- Frustration decreased (31%)
   Note: For those 3 respondents (19%), there was no consistent explanation for an increase in frustration.

Consultant Administered Evaluations

Data in this section are related to trainee performances on each curriculum product, or instructional module, as assessed by instruments devised by the product developer. In all cases, the data were collected and tabulated by product developer representatives. Products are presented in their order of occurrence in the summer Institute.

Indicators of preformance (RBS). As described in the Evaluation Report (Marvin, 1973), objectives of the module enable the user to

1. "Make decisions with regard to the feasibility of introducing this approach in the district.

2. Outline the tasks of initiating the Comprehensive Planning system in the district.

3. Operate using the basic skills and concepts of comprehensive planning presented in this module:
   a) Planning objectives
   b) Priorities and preferences
   c) Program structure
   d) Performance indicators

4. Have an appreciation of the scope and potential impact of this module on a school district."

An analysis of responses to the Pre-Workshop Questionnaire indicated, among other things, that 92% of the participants thought their school districts were interested in providing an opportunity for staff members to contribute to district improvements. It was summarized from the questionnaire results that the majority of school districts represented appear to have a definite need for improving the learning environment through achievement of district goals.

Results of final exercises completed by each of three groups of ten participants were evaluated by RBS personnel with respect to three criteria: Completeness, Appropriateness of Focus, and Quality. On a four point scale of excellent, good, fair, and poor, median ratings are as follows:

TABLE 4

Ratings of Group Performance on Indicators of Performance Module

	Criteria		
Group	Completeness	Appropriateness of Focus	Quality
1	Excellent	Excellent	Excellent
2	Good	Excellent	Good
3	Fair	Good	Fair

The conclusion from these ratings was that while one group performed at a level below acceptable standards, the group as a whole was "able to achieve the objectives of the module as represented by the exercises (p. 5)."

An analysis of the Post-Workshop Questionnaire indicated that the majority of participants were favorably impressed with the module and that the majority (92%) of participants felt they could create performance indicators and implement comprehensive planning in their district.

In a personal conversation (Feb. 12, 1974) with the RBS director of this module (Michael Marvin), it was learned that the organization was pleased with the results and would not make any changes based on participant performance. When asked to compare participant performance from this Institute to other sessions, Mr. Marvin was unable to do so since this

was the first time the module had been used in a workshop mode and thus no comparison data exist.

Needs assessment and goal development (Cincinnati). The primary indicator of appropriateness of this module was the Entrance and Exit Skills Inventory. Using a five point scale (e.g., 1 = no capability; 5 = completely capable) each participant (N = 28) responded to the following statements on both the entrance and exit inventory.

"1. Describe a process for setting goals for a local school.
2. Conduct a small group in the identification of school needs and problems.
3. Assist a group in analyzing and clarifying problems it has identified.
4. Explain the types of objective data to a school-community group.
5. Show how to identify and validate problems with objective school data.
6. Describe the steps involved in constructing and administering a survey of the school community.
7. Show how to identify and validate school problems with the results of a community survey.
8. Translate a problem statement to a goal statement.
9. Describe a procedure for ranking a list of school goals in order of priority.
10. Lead a group in seeking consensus on goal priorities."

For each of the ten questions, a significant increase was detected ($p < .05$, t test on dependent measures) between responses on the entrance and responses on the exit skills inventory. In verbal communication with the project director (Dr. James Morgan), he indicated that the performance of participants in the FAMU sponsored Institute was similar to the point of being indistinguishable from results of other workshops using this module.

Project management basic principles (RBS-OSU). This instructional package is intended to develop skills in four phases of the project management process: planning, preparation, operations, and termination. (See Appendix G for specific instructional objectives.) Data available from the summative evaluation report (Ball, Rao, and Valdes, 1973)

relate to FAMU participant performance on the Case Simulation exercise of the planning phase. The exercises were evaluated and scored, using an instrument developed by RBS, by three project management experts from the Project Management Institute. The group mean score (N = 27) was 8.5 on the pretest and 11.2 on the post test. This significant ($p < .05$, t test) increase of 2.7 points actually occurred for eleven (41%), or less than half of the twenty-seven participants. "This is not surprising since some of the participants indicated before training began that they really did not want to participate in the workshop but were doing so for various reasons . . . (Ball, et al., 1973, p. 17)."

For comparison purposes, the pre-test mean score for twelve graduate students at OSU was 45.7 and, on the post-test, 55.5. This increase is a reflection of an improvement of all twelve (100%) educators and is significant at the .0005 level.

The conclusion of the RBS report was that the instructional materials did "effect a positive change in project directors' and other similar educators' ability to perform the project management tasks of project planning, preparation, operations, and termination phases (p. 37)."

Implementation/progress evaluation (UCLA). For the 31 participants (29 + 2 visitors) who completed both portions of the evaluation modules, 28 increased their score. Mean score on the pretest for all participants was 7.03 and the mean post test score was 10.30, a significant ($p < .005$, t test) mean change of 3.27.

Responses to the general workshop questionnaire developed by UCLA indicated that 29 participants stated that they would use what they learned on their jobs and that all participants found the workshop to be as much or more than they expected.

Evaluating instructional programs (UCLA). No evaluation data available from product developer.

The field test game. Designed primarily as a management game to involve participants in how to use resources (money and time) to conduct a hypothetical field test of instructional programs; the module was implemented in the last

few remaining hours of the Institute as an optional exercise. Summary findings are based on results of the 15 participants who completed the module.

While the participants all agreed that this exercise was fun and enjoyable, especially compared to the more rigorous modules presented earlier in the Institute, few were able to achieve the desired goal of implementing at least 70% of the instructional plan and at least 70% of the testing plan. Responses to review questions indicated that only one respondent showed a clear insight into the underlying rules of the game, that 5 respondents were generally able to understand some of the rules, and that 7 respondents were generally able to understand one or two rules. Two respondents didn't provide enough data to evaluate their comprehension of the module.

As a result of these findings, the module developers are revising the directions and procedures appropriate to the problems on budgeting, and are clarifying the introductory and all intermediate directions throughout the module. The developers are also increasing the time allotted for participants to complete the module. (Information obtained through personal correspondence with project director on February 20, 1974).

Procedural Model

As mentioned earlier, the model (see Appendix A) was used to guide activities throughout the project's duration. It represents an initial step in conceptualizing the variables which ordinarily must be considered in developing a workshop based on assessed training needs.

Instructional Materials Catalog

Included as Appendix H is a catalog of instructional materials. The catalog is a description of each instructional module which was located in the search for appropriate modules for the Institute on Comprehensive Educational Planning. It should be noted that each page (front and back) of the catalog contains the available information on any one particular module.

Original intentions were to develop, in conjunction with the Far West Laboratory for Educational Research and Development, a complete information source for each module. However, several factors prevented the attainment of complete information on all modules. First, the initial effort expended by the Far West Laboratory was based on a short term, trial project and from all indications was not refunded to permit satisfactory cooperative arrangements with this project. Secondly, in the summer of 1973 approximately 70 partially completed module catalog sheets were sent to appropriate product developers with the request that they be completed and returned. Of the 70 forms sent out, only 14 were returned.

As a result of the above mentioned factors, catalog format sheets contain only that information which this project staff was able to compile from a variety of sources.

The instructional materials' descriptions within the catalog are categorized first by the Area headings of research, development, diffusion, evaluation, planning, and statistics (adopted from information categories as defined by the AERA Task Force, 1971). Within each of these Area headings the descriptions are catalogued by Content headings as typically described by the CEDaR Catalog of Selected Educational Research and Development Programs and Products (1972).

CONCLUSION

It can be said that, for the Institute participants as a group, improved performance existed on all instructional modules evaluated. This was true even in the case of the project management module where the intended audience and the actual audience differed more than for any other module. Where comparative data exist, audience performance was similar to other field test data except again in the case of the project management module. Even so, while the absolute scores on the project management module might be lower than desired, the overall gain score was significant indicating that all modules were appropriate for the audience in this project.

There was some disappointment associated with the professional background of the Institute audience. The fact that over half of the participants (17) were teachers is not particularly disturbing by itself except when coupled with the fact that 43% of the participants had not been involved in comprehensive planning activities at the time of the follow-up study. Furthermore, those participants who were other than teachers were not representative of the administrative personnel who were directly responsible for comprehensive planning. While most (one exception) applicants who were chosen to attend the Institute indicated they would be involved in comprehensive planning activities the fact is that these applicants did not include the key personnel in comprehensive planning, nor were these applicants able to live up to their involvement expectations (frustration level increased for 29% of follow-up study participants primarily because of nonparticipation in comprehensive planning). While one can hypothesize as to the reasons for the audience-type discrepancy (e.g., 3-week Institute too long, reaction of target population to program quality, Institute announcement procedures), there is no way for this project to clearly ascertain the cause or causes.

For the Institute itself, participants were well pleased with the program and its operation even though there was minor concern over the sequence of the first two modules and the quantity of material covered in the 3-week

session. However, in spite of the minor concerns, 82% of the participants indicated at the end of the Institute that they had a positive attitude toward Comprehensive Educational Planning.

In the follow-up evaluation, it was revealed that 57% of the participants were actually involved in comprehensive planning activities even though, for the remaining participants, the skills were generally being used in other areas. In a tabulation of responses for only those individuals involved in comprehensive planning activities, there was a major increase, as compared with all Institute participants, in the proportional number of participants who were developing products, an increase in the percentage of respondents with favorable attitudes, and fewer participants whose frustration level increased after leaving the Institute. These changes were all in the direction that one would expect of participants actively involved in comprehensive planning. Likewise, an increase was noted in the percentage of responses indicating that there was no least valuable skill learned.

Composition of responses from those active in comprehensive planning versus responses for all participants did not measurably change over questions addressed to specific skills. In most cases the skills generally considered most valuable were those associated with the early stages of planning activities (e.g., needs assessment, goal development). Likewise, the least valuable skills were typically associated with the later occurring planning activities (e.g., project management, evaluation). These findings suggest that any subsequent workshops in this area should be more closely addressed to the actual activities that are expected to occur in the immediate future rather than to all activities concerned with such a large effort. Moreover, the lack of any noticeable difference in the two data tabulations (all participants versus involved participants) of the follow-up study suggest that the early planning activities have empirical applicability in areas other than Comprehensive Educational Planning.

Lastly, it should be emphasized that the instructional modules did produce a significant change in participants' perceptions of their expertise over the appropriate skills and in post-test performance as analyzed by each product

developer. Even while the target audience wasn't profesionnally composed as originally expected, the modules were appropriate for the actual audience as assessed by the product developer.

RECOMMENDATIONS

Recommendations as discussed here are intended primarily for subsequent attempts at similar activities.

1. The needs assessment process might be better conducted at the local level, and especially with supervisory personnel who are able to indicate what training needs exist.

2. Any needs assessment instrument developed should be short, easy to read, and easy to interpret.

3. Caution should be exercised in scheduling lengthy (e.g., 3-week) training sessions. It is just possible that participants will not need all the skills implemented or that the extensive time commitment will eliminate many prospective participants.

4. Examine carefully the practice of offering stipends and college credit for workshop attendance. This practice may actually attract the wrong audience. What may be more appropriate is to have remuneration, etc. based on productivity resulting from workshop attendance.

5. Instead of asking workshop applicants to supply a statement of how they will use workshop delivered skills, it may be more appropriate to ask this of applicant's supervisor.

6. In line with the above recommendation, there should be close contact with the participants supervisor when conducting impact or follow-up studies.

7. An interesting possibility for evaluating participant use of derived skills is to have workshop consultants (module developers) evaluate materials subsequently developed by Institute participants.

8. Caution is urged when attempting to plan workshops which overlap or infringe on the responsibilities of other agencies, particularly those non-university agencies.

A feeling of competition could easily develop between similarly oriented but noncooperation agencies which could hamper the efforts of the total program.

9. Arrange, as extensively as possible, to have sufficient qualified help to meet the needs of individuals or groups of individuals who desire your services but cannot meet your requirements.

10. When requesting others to complete and return information forms offer something in return, e.g., copy of final product, as an incentive to comply with your request.

BIBLIOGRAPHY

American Educational Research Association. Development of a self-report instrument for selected skills and knowledge in educational research, development, diffusion, and evaluation. Washington, D.C., 1971.

Ball, R. J., Rao, J. S., & Valdes, A. L. Short-term effects of the Educational Project Management System (EPMIS). Philadelphia, Pennsylvania, Research for Better Schools, Inc., 1973.

Briggs, L. J. Handbook of procedures for the design of instruction. (Monograph #4) Pittsburgh, Pennsylvania, American Institutes for Research, 1970.

Council for Educational Development and Research, Inc. CEDaR catalog of selected educational research & development programs and products, Vol. I & II. (3rd ed.), Denver, Colorado, 1972.

DeCecco, J. P. The psychology of learning and instruction: Educational psychology. New Jersey: Prentice-Hall, Inc., 1968.

Far West Laboratory for Educational Research and Development. Design of a survey for determining training and personnel requirements for educational research, development, dissemination, and evaluation (HEW Final Report, Project No. 0-9035) Berkeley, California, 1972.

Florida Department of Education. Planning for change. Tallahassee, Florida, 1972.

Marvin, M. D. Evaluation report: Comprehensive planning workshop at Florida A&M University. Philadelphia, Research for Better Schools, Inc., 1973.

Schalock, H. D., Thomas, G. P., Morse, K. R., Smith, C. A., Ammerman, H. L. The Oregon studies: Research, development diffusion, and evaluation. (HEW Final Report, Project No. 0-0701) Monmouth, Oregon, Teaching Research, 1972.

Southwest Educational Development Laboratory. Calipers. Austin, Texas, 1969.

APPENDIX A.--PROCEDURAL MODEL

I. What are training needs?
   A. Assessment
      1. Consult superintendents
      2. Consult training directors
      3. Consult local and regional education agencies
      4. Consult state department of education agencies
      5. Consult prospective trainees
      6. Consult recipients of services provided by trainees
   B. Mechanics
      1. Open-ended versus structured or closed instrument?
      2. Single administration or multiple assessments with accompanying successive instrument refinement?
      3. As an independent agency or in cooperation with other interested agencies?
   C. Miscellaneous
      1. What level of training is required?
      2. What skills to be emphasized?
      3. How to identify trainees?
      4. Are trainees to in turn serve as trainers?
      5. Match trainees to instruction or vice versa?

II. Resource selection
   A. Trainees
      1. What degree of entering skills?
      2. What degree of exit skills?
      3. How to screen and select applicants?
         a. need
         b. desire
         c. qualifications
         d. mandated training requirements
         e. recommendations from subordinates and/or superiors
      4. What constraints do they have?
         a. time (daily, weekly, etc.)
         b. money
         c. implementation responsibilities
         d. simultaneous activities competing with training sessions

e. special restrictions (reading level, handicaps, etc.)

B. Instruction
1. Matching programs to personnel
2. Matching programs to entry-exit level, and expectation level
3. Training required as instructor
4. Consultants needed for instruction
5. Commitment to deliver stated skills
6. Validity of announced program(s)
7. How to sequence instruction
8. Individually prescribed or selected instruction versus fixed sequence instruction
9. Training administered in toto or over interval of time
10. Media support required (personnel & equipment)
11. Regional versus central training sites
12. Efficiency of pacing instruction
13. Evaluation of instructional process, audience participation, etc.
14. Evaluation of products (immediate & long-term impact)

C. Support Systems
1. Training announcement strategy(s)
2. Classroom space
3. Housing & transportation requirements
4. Food and coffee/refreshment service
5. Personnel for management and monitoring functions
6. Independent personnel for evaluation functions

III. Operational constraints

A. Presession
1. Housing reservations
2. Registration (local, university, etc.)
3. Certification standards met and official endorsement received
4. Publication time lines (announcements, bulletins, meetings, newspapers, radio, TV, etc.)
5. Catering (food, refreshments, etc.)
6. Installation of training as an approved new course offering (university, etc.)
7. Processing time lag on all procedures

B. Session
1. Scheduling of announcements, guest speakers, etc.

2. Scheduling of registration (personnel, auto, housing, etc.)
3. Timing (beginning, ending, breaks, etc.)
4. Support personnel scheduling
5. Audience awareness of evaluation procedures
6. Audience awareness of criteria by which they will be judged or evaluated, reimbursed, etc.
7. Audience requirements (behavior, follow-up commitment, attendance, etc.)

IV. Evaluation
- A. Instructional
  1. Cognitive
  2. Affective
  3. Psychomotor
  4. Standards of achievement and/or acquisition
  5. Process, product, and impact
- B. Procedural
  1. Implementation evaluation
  2. Personnel responsible for evaluation
  3. Announcement of results
  4. Ongoing and final evaluation-based program modification
  5. Coordination with trainee's supervisors and trainees subordinates
  6. Time lag appropriate for assessing impact of training
  7. Measures or products appropriate for impact assessment
  8. Immediate notification of any breakdowns
  9. Alternative procedures for failure to meet any prespecified conditions

APPENDIX B.--INITIAL INSTITUTE ANNOUNCEMENT

School of Education
Research and Development
Personnel Training Project
Florida A&M University
Tallahassee, Florida 32307
January 24, 1973

Dear

As director of a federally funded training project, my responsibility includes administering a training session this coming summer for education related personnel. I would like to enlist your aid in defining professional competency areas where either you and/or your personnel could benefit from a short (three weeks maximum) summer institute.

I am aware that the Florida Department of Education has embarked on joint policies of Educational Renewal and District Comprehensive Educational Planning. However, these labels in and of themselves are too broad and vague to define needed instructional programs. Therefore, on the second page please list specific professional needs that you or your staff currently have or anticipate having in the near future (1973). These needs should be related to activities such as research, development, diffusion, or evaluation which are amenable to instructional programs rather than teacher-specific skills such as teaching and assigning grades. Appropriate activities and skills include planning and conducting educational or staff needs assessment, curriculum management, instructional development, problem solving, interpersonal influence, systematic planning, product dissemination, context/process/or outcome evaluation, and behavioral research.

While the training session is tentatively scheduled to take place in Tallahassee, Florida, please indicate if you would prefer an alternate location.

Sincerely,
William F. Cox, Jr., Ph.D.
Director, R&D Personnel
Training Project

WFC:rbm

Suggest as many education-related needs as you want and please don't be bashful or hesitant.

_____

_____

_____

_____

_____

Is there an alternate location you would prefer?_____

Where?_____

What starting date would be most appropriate for you?

_____

Names of others in your area who would probably attend this type of training session.

_____

_____

_____

_____

_____

_____

Please return this page at your earliest convenience.

Your cooperation and responses are appreciated.

APPENDIX C.--TRAINING NEEDS ASSESSMENT INSTRUMENT

February 16, 1973

Dear Respondent:

Florida A&M University will be conducting training sessions this summer both in Tallahassee and at regional locations for education related personnel. Training sessions will be related to competencies required for Comprehensive Educational Planning. However, to more precisely meet the training requirements of prospective trainees, training session content will be selected from results of the following questionnaire.

If you are interested in attending either a Tallahassee or regionally based training session please complete this questionnaire.

DIRECTIONS:

a) For each of the product or output categories (listed down the side of the page) in which you have some responsibility (now or in future) place an R in column 1.

b) Also, in column 1, place the number (1 - low, 2 - medium, 3 - high) indicating level of training you wish to receive next to the appropriate categories.

c) Then, for further clarification, place a desired training level number under the appropriate skills (top of the page) for each product category of interest. Note that all the skills do not necessarily apply to each and every product category.

PRODUCTS / OUTPUT CATEGORIES	COLUMN I	Writing Reports, etc.	Teaching Effectively	Reading Analytically	Presenting Orally	Listening Effectively	Facilitating People Interactions	Managing Personnel	Critically Appraising	Planning/Conceptualizing/Setting Goals	Defining Problems/Terms	Using Systems Analysis	Analytically Solving Problems	Programming/Scheduling of Systems/Components	Locating Educational Information	Assessing Skills/Potentials/Needs/Performance	Evaluating Content	Evaluating Process	Evaluating Assumptions	Evaluating Products	Constructing Measurement Tools	Applying Measurement Tools	Analyzing Data	Cost-Effectiveness Techniques	Interviewing Techniques	Linking Philosophy to Goals/Objectives	Linking Objectives to Means	Examining Curriculum	Developing Instruction	Disseminating Information	Using Technology
Philosophy and Goal Statements																														
Long Term Objectives/Plans																														
Description of Current Situation																														
Discrepancy Between Existing and Desired States																														
Programming Activities																														
Priority of Needs																														
Short Term Objectives																														
Strategy Selection																														
Strategy Implementation																														
Evaluation																														
Decision Making Activities																														
Instructional Research																														
Instructional Development																														
Instructional Diffusion																														
Management Systems																														
Accountability																														

SKILLS

APPENDIX D.--SCHEDULE

COMPREHENSIVE EDUCATIONAL PLANNING INSTITUTE, JULY 9-27, 1973

Sponsored by the School of Education, Florida A&M University, through a grant from the National Institute of Education, Washington, D.C.

WEEK 1

July 9	8-12	Registration, Human Relations (James Beck); Introduction - "Florida's Approach to District Comprehensive Planning" (John Wheeler, DOE).
	1-5 --	Comprehensive Educational Planning (Developer - Mike Marvin - Research for Better Schools); (Implementer - Herb Denby, RBS).
July 10 thru July 12	8-12 1-5	Comprehensive Educational Planning (Developer - Mike Marvin - Research for Better Schools); (Implementer - Herb Denby, RBS).
July 13	8-12 1-5	Needs Assessment & Goal Development (Developer - James Morgan - Cincinnati Public Schools); (Implementer - Wm. Cox, FAMU).

WEEK 2

July 16	8-12 1-5	Needs Assessment & Goal Development (Developer - James Morgan - Cincinnati Public Schools); (Implementer - Wm. Cox, FAMU).
July 17 thru July 20	8-12 1-5	Project Management (Developer - Desmond Cook - Research for Better Schools); (Implementer - Cook & Stoycheff, Ohio State University).

WEEK 3

July 23 thru July 25	8-12 1-5	Implementation & Progress Evaluation (Developer - Stephen Klein - Center for Study of Evaluation); (Implementer - Arlene Fink - Center for Study of Evaluation).
July 26	8-12 1-5	Product Evaluation (Developer - Eva Baker - UCLA); (Implementer - Wm. Cox, FAMU).
July 27	8-12 1-5	Evaluation & Debriefing. Picnic - Wakulla Springs.

(The Institute will meet in Room 200A, Gore Education Complex [GEC]).

APPENDIX E.--INSTITUTE TRAINEE SKILLS INVENTORY

COMPREHENSIVE EDUCATIONAL PLANNING INSTITUTE

Name_____

Rate your present expertise in each of the following areas of Comprehensive Educational Planning.

	highly experienced	1	2	3	4	5	little or no experience
a. Needs Assessment		☐	☐	☐	☐	☐	
b. Deriving Goals		☐	☐	☐	☐	☐	
c. Planning		☐	☐	☐	☐	☐	
d. Project Management		☐	☐	☐	☐	☐	
e. Setting Objectives		☐	☐	☐	☐	☐	
f. Strategy Selection		☐	☐	☐	☐	☐	
g. Implementation Evaluation		☐	☐	☐	☐	☐	
h. Progress Evaluation		☐	☐	☐	☐	☐	
i. Product Evaluation		☐	☐	☐	☐	☐	

APPENDIX F.--PRODUCT EVALUATION FORM

COMPREHENSIVE EDUCATIONAL PLANNING INSTITUTE

Title of instructional module_____

QUESTIONS FOR EACH INSTRUCTIONAL AREA

1. Name_____

2. What for you was the major activity in the past sequence of instruction?

3. How significant do you judge it to be in terms of helping you in Comprehensive Educational Planning?

highly significant ☐☐☐☐☐ very little significance

4. Rate the instructional content in terms of understandability.

highly understandable ☐☐☐☐☐ not very understandable

5. Rate the instructional content for its relatedness to your role in Comprehensive Educational Planning.

highly related ☐☐☐☐☐ not related at all

6. Overall, you feel that your input contributed to the group's growth.

strongly agree ☐☐☐☐☐ strongly disagree

7. The group you were in contributed to your own personal growth.

strongly agree ☐☐☐☐☐ strongly disagree

APPENDIX G.--PROJECT MANAGEMENT INSTRUCTIONAL OBJECTIVES

Objectives of Module 2

The Project Management Basic Principles instructional package is intended to develop the skills of acting or prospective school district project directors in the four phases of the project management process--planning, preparation, operations, and termination. The instructional objectives of the module are the twelve basic project management tasks that the user should be able to perform upon completion of the module. These objectives/tasks are classified according to four phases of the project management process in the list below.

A. Project Planning Phase

1. Specify the goal, missions, and tasks of a project and arrange them into a hierarchy.

2. Arrange the tasks of a project into a flow illustrating the sequence or order for completing the tasks including which tasks may be performed in parallel..

3. Make time estimates for the completion of a project and the performance of individual tasks within the project.

4. Estimate the resources needed for each project task and schedule the time and place for the use of those resources.

5. Develop both a typical line item budget for a project and a "program" type budget which specifies the cost of each project major activity.

B. Project Preparation Phase

1. Write a plan for hiring and orienting project personnel, arranging for delivery of project materials and supplies, and performing other tasks necessary for smooth project initiation on the specified date.

2. Specify and design the necessary forms and procedures for the flow of information among project staff and between other school personnel and the community.

3. Develop guidelines which detail the general and specific work procedures to be followed by project staff.

C. Project Operations Phase

1. Identify problems in the operations of a project by reviewing periodic reports of the work progress on project tasks.

2. Specify and use various criteria in the selection of action designed to correct problems identified in the operation of a project.

3. Specify the course of action selected to correct a problem in the operation of a project.

D. Project Termination Phase

1. Write a plan for releasing project personnel, disposing of surplus materials and supplies, storing important records and performing other tasks necessary for the smooth and orderly ending of a project.

The focus of the evaluation was upon determining whether or not the use of the module by the target population results in an increase in their ability to perform these project management tasks.

APPENDIX H.--INSTRUCTIONAL MATERIALS CATALOG

Table of Contents

	Page
Research:	
Higher Education	43
Teacher Education	45
Basic Research	47
Development:	
Organization and Administration	53
Early Childhood Education	73
Elementary Education	77
Vocational Education	81
Higher Education	83
Teacher Education	107
Basic Research	135
Diffusion:	
Organization and Administration	141
Secondary Education	149
Urban Education	151
Higher Education	157
Teacher Edecation	159
Basic Research	169
Evaluation:	
Organization and Administration	171
Secondary Education	181
Vocational Education	183
Higher Education	185
Teacher Education	189
Basic Research	193
Planning:	
Organization and Administration	195
Higher Education	209
Teacher Education	213
Basic Research	221
Statistics:	
Basic Research	223
Index	225

Area: Research

Content: Higher Education

Title: Observing and Interviewing

Author: Enoch I. Sawin

Source: (Developer/Distrubutor)
The Far West Laboratory of
Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Prerequisite Competencies: College level skills in reading, writing and speaking

Instructional and Staffing Requirements:
1 instructor or manager

Target Audience: Entry - professional and paraprofessional level of RDD&E (two versions)

Audience Size Restrictions:
Minimum: 4
Maximum: about 20 per instructor
Other: _____

Description: There are six learning episodes in the module. It enables the student to develop compentencies in observing and interviewing that will be useful in DD&E projects. These compentencies include knowledge of a variety of techniques of obsering and interviewing and understanding of basic principles pertaining to their use, as well as skill in their application.

Equipment Requirements:
(User Supplied)
paper, pencils, tape recorder

Estimated time to complete:
27 hours
Components: 1 module

May we use or test module in present status at our location?
Yes ( ) No ( )
If not, when? _____
Check with Far West Lab

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Describe techniques of observing and interviewing, list names of observation and interview techniques and brief description of the techniques, explain specific factual evidence, apply interview techniques of types likely to be used in RDD&E projects.

Follow-up evaluation instruments:
None presently available

Status of Development: As of 7/24/73 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no. 3(in progress)

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)
(not yet published)

**fellow students on use of the guidesheets and schedules, and practice in observing and interviewing.

Administration of Program:
Training needed
Yes( ) No(X)

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer
Personnel:
Yes( ) No( )
Cost to user $_____

** Specific Instructional Activities: (state) Orientation by instructor, study of relevant references, small group discussion, exercises in revision of observation guidelines and interview schedules, practice in briefing

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes(X) No( )
being developed

Result of Product Evaluation:

Prepared by: Enoch I. Sawin
Date: July 24, 1973

Area: Research

Content: Teacher Education

Title: "Research Utilizing Problem Solving"

Author: Charles Jung, Rene Pino and Ruth Emory

Source: Northwest Regional Educational Laboratory
400 Lindsey Building
710 S.W. Second Avenue
Portland, Oregon 97204

Description: This is a complete workshop developed to increase a teacher's knowledge & skill in planning, synthesizing, identifying diagnosing & testing for classroom improvement.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)
Tape recorder

Target Audience: In-service teachers, all levels

Estimated time to complete: 30 hours

Audience Size Restrictions:
Minimum: 6
Maximum: 24-30
Other: _____

Components: 1 leader's manual-$6.00
1 audio-tape--$3.25
participant materials $2.25 per/set

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

1. Ability to define, analyze, and solve problems
2. Ability to paraphase
3. Use force field analysis method
4. Select, create and use data gathering instruments
5. Diagnose teamwork relationships
6. Identify and evaluate small group dynamics
7. Plan and conduct a back-home project
8. Conduct a back-home RUPS workshop
9. Use specific criteria to derive implications from research

Follow-up evaluation instruments:

12 point rating scale

Status of Development: As of _____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs:

Systematic and Objective Analysis of Instruction

Specific Ordering Instructions:

(e.g., ordering time requirements)

Rex Recording Studio
931 S.W. King Street
Portland, Oregon 97205

Administration of Program:

Training needed
Yes(X) No( )

Training available at:

a. developer's facility
Yes( ) No( )
Cost to user $_____

b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:

Yes( ) No(X)
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:

Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: James Yant
Date: November 1973

Area: Research

Content: Basic Research

Title: Development of A Self-Report Instrument For Selected Skills and Knowledge In Educational RDD&E.

Author:

Source: American Educational Research Association
1126 Sixteenth Street
Washington, D.C. 20036

Description: This is a study of selected factors related to the to the training of RDD&E in education, while designed and developed questionnaires to asses RDD&E students' and workers' perceptions and mastery tests of their existing competencies and training needs.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: RDD&E student's and workers

Estimated time to complete:

Components:

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes ( ) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Follow-up evaluation instruments:

Status of Development: As of 1971 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: L.J. Russell
Date: September 1973

Area: Research

Content: Basic Research

Title: The Design of a Survey for Determining Training and Personnel Requirements for Educational RDD&E: Volume Two (Development Pretest of Questionnaries)

Author: Carl Rittenhouse

Source: Stanford Research Institute
Menlo Park, California 94025

Description: Through use of employer and employee questionnaires, which were produced and pretested, intent was to develop and justify more effective plans for the development and support of federally sponsored programs in educational RDD&E.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: RDD&E personnel

Estimated time to complete:

Components:

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Follow-up evaluation instruments:

Status of Development: As of 1/72 (date)
(Circle one) (Cost to user)
In preparation $_____
Field testing $_____
Final copy $_____
Copyright $_____
Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)
1. Order from address on the front
2. Indicate-Final Report, Project number 0 90 35, Grant number OEG-0-71-1194

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes( ) No( )

Result of Product Evaluation: The survey should be carried out on a two-stage basis with project directors and school district unit leaders receiving the employer questionnaire and a request for a listing of professional and para-professional employees. The lists should be used by the survey contractor to select a sample to whom the employee questionnaires are sent.

Prepared by: L.J. Russell
Date: November 1973

Area: Research

Content: Basic Research

Title: Introduction to Research in Organizations

Author: Dr. Martin Burlingame

Source: (Publisher/Distributor?)
Department of Educational Administration
School of Education
University of New Mexico
Albuquerque, New Mexico 87111

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: Two and Four year developing institutions of higher education with large enrollments of Chicano and/or Native American Students.

Description:

Audience Size Restrictions:
Minimum: ____
Maximum: 12-16
Other: ____

Equipment Requirements: (User Supplied)

Estimated time to complete:
2 weeks, 2 hours per day

Components: (Producer Supplied)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

To acquaint students with experimental and field research concepts as applied to organizations.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes(X) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes(X) No( ) Cost to user $_____
Administration by developer personnel Yes(X) No( ) Cost to user $_____

Specific Instructional Activities: (state)
Critique and Redesign one study
Reading and discussions

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell
September 73 (date)

Area: Development

Content: Organization and Administration

Title: A Survey of Information/Data Handling Activities In Educational DD&E

Author: Rachelle Canter & Lauri Steel

Source: The Far West Laboratory for Educational Research and Development Consortium for Development, Dissemination & Evaluation Training

Description: Four learning episodes; 1. Course Introduction, 2. Determining Information needs for a DD&E Project, 3. An Introduction to Information Handling Activities, 4. A Study of Infomation Handling Activities in DD&E Projects to provide skills in obtaining and processing documentary, qualitative and quantitative information.

Prerequisite Competencies:

Instructional and Staffing Requirements: "Experimental assessment of an Incentive Program to Enhance School Learning: A Pilot Study & A Survey of Information/Data Handling Activities in Educational DD&E.
Target Audience: Low income populations

Equipment Requirements: (User Supplied) Film strip projector, projector audio/videotape and equipment

Estimated time to complete: 18 hours
Components: 1 module, 1 videotape

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )(for experimental use only
If not, when?

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Understand the technical characteristics of the materials and procedures that will be involved in this course, 2. Be familiar with the aspects of information/data handling activity that are covered in the course on Information Data Collection & Organization, 3. Be familiar with different kinds of information and data handling activity included in Educational DD&E Organization.

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)
Discuss Questions; Interview and Classroom Observations

Follow-up evaluation instruments:

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Status of Development: As of 1971 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright 1971	$_____

Revision no._____

Related Programs: The Retrieval of Information Using Special Sources, Data Analysis, The Retrieval of Information Using Bibliographical Sources, Data Management, Observing&Interviewing.

Specific Ordering Instructions:
(e.g., ordering time requirements)

Prepared by: James Yant
Date: November 12, 1973

Area: Development

Content: Organization and Administration

Title: Design and Development of Curricular Materials

Author: Dr. Doris T. Gow

Description: This is a complete package of individualized self-instructional materials of twelve units which teach curriculum design on the PIC Model (process model for individualization of curricula).

Source: (Developer)
Learning Research and Development Center
University of Pittsburgh
135 N. Bellefield Avenue
Pittsburgh, Pennsylvania 15260

Prerequisite Competencies:
1) Baccalaureate degree 2) Preferably education or psychology background and strength in some discipline

Instructional and Staffing Requirements: 1) An instructor who can provide feedback guided by the instructor's manual would be effective but not absolutely essential.

Equipment Requirements: (User Supplied)

Target Audience: 1) Teachers 2) curriculum specialist 3) R&D staff 4) administrators 5) professors 6) also training supervisors

Estimated time to complete: 3 trimesters average; individualized, therefore varied
Components:

Audience Size Restrictions:
Minimum:
Maximum: No limit
Other:

May we use or test module in present status at our location?
Yes ( ) No (X)
If not, when? when published

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

1) Analyze the structured curriculum model in terms of adaptability to the needs and goals of of fast-changing world. 2) Identify generalizations from learning and instructional theory useful to the design of instruction. 3) Given a terminal objective, construct a behavioral hierarchy and code each component objective to the appropriate Bloom or Krathwohl level. 4) Given an innovative curriculum, plan an inservice training program to teach teachers to implement it. 5) Do curriculum content, concept and component analyses and chart and code his objectives by Bloom and Krathwohl or Gagne's levels. 6) Given a curriculum hierachy, select optimal testing points and write appropriate tests. 7) Given an individulaized structured curriculum of his own design, design a complete management system.

Follow-up evaluation instruments:

Status of Development: As of _____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$ unknown (Developmental)
Revision no._____	

Related Programs: Design and Development of curricular materials

Specific Ordering Instructions:
(e.g., ordering time requirements)

*(Instructor's manual for use by curriculum or educational psychology specialist whom has studied the materials)

Administration of Program:
Training needed
Yes(X)* No( )

Training available at:
a. developer's facility
Yes( ) No(X)
Cost to user $_____
b. at user's location
Yes( ) No(X)
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state) Constructing curriculum components according to the behavioral objectives.

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: Doris Gow
Date: July 25, 1973

Area: Development

Content: Organization and Administration

Title: Curriculum Design Program

Author: Dr. Doris T. Gow

Source: (Publisher/Distributor?)
Learning R&D Center
University of Pittsburg
135 N. Bellefield Avenue
Pittsburg, Pennsylvania 15213

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: Teachers, curriculum specialists, R&D staff, Administrators, and professors.

Description:

Audience Size Restrictions:
Minimum:
Maximum: No limit
Other:

Equipment Requirements: (User Supplied)

Estimated time to complete: Long term curriculim design program 15-18 credits

Components: (Producer Supplied)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Generate a hierachy. Select optimal testing points. Write appropriate tests, complete lesson rationale identifying appropriate methods and strategies and alternative media. Write appropriate lesson, design managemet system. Analyze components, perform all curriculum develop tasks.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
~~Copyright~~

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes(x) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No(X)
Training available at:
a) developer's facility Yes( ) No(X) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No(X) Cost to user $ -

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes(X) No( )
Post-Test Yes(X) No( )

Follow-up evaluation instruments:
Evaluation sheets for students and teachers:

Result of Product Evaluation:

Related Programs:

Design and Development of Curricular Materials I,
Design and Development of Curricular Materials II

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell
September 1973 _____ (date)

Area: Development

Content: Organization and Administration

Title: Deriving Objectives

Author: C.L. Jenks, J.G. Otto and N.G. Bostick

Source: (Publisher/Distributor?)
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103

Prerequisite Competencies: A high level of skill or knowledge is not required for entry into training,

Instructional and Staffing Requirements:

Target Audience: Inservice: school personnel, assistant superintendents, principals and graduate students.

Description:

A training unit consisting of four module which includes background reading covering concepts and principles, team activities in which trainees practice the skills using simulated and actual input, and feedback activities as determining instructional purposes for evaluation.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:
10-15 hours

Components: (Producer Supplied)
1 unit--$8.95
orientation booklet--$.25
coordinator's handbook--$1. 50

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

To improve trainee's skills, knowledge, and attitudes relevant to deriving objectives as part of the goal refinement process, judging the adequacy of individual objectives by screening them through established criteria, determining the adequacy of sets of objectives according to established criteria.

(over)

(Circle one)
In preparation
Field testing
Final copy
Copyright --1971

Revision no. _____

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When _____?

Administration of Program:

Training needed: Yes( ) No(X)

Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

The Goal Refinement Process: (1) Analyze three front page newspaper stories and write a topic outline for these articles, within two hours.
(2) Seek out and examine at least two other view points regarding a controversial issue.
(3) The student will analyze a set of budget figures, determine the computational errors contained in the figures, and correctly explain the economic principles.

Evaluation indicators:

Pre-test	Yes( )	No( )
Post-Test	Yes( )	No( )
Self test	Yes (X)	

Follow-up evaluation instruments:

Related Programs: 1) "Setting Goals" 2) "Analyzing Problems" and 3) Educational Management

Specific Ordering Instructions:
(e.g. ordering time requirements)

Result of Product Evaluation:

Data from performance testing show statistically significant gains on both knowledge and skill objectives. A wide range of users judge the product to useful, appropriate to their needs, and well-developed.

Prepared by: L.J. Russell

September 1973 _____ (date)

Area: Development

Content: School Organization and Administration

Title: Designing Instructional Programs

Author: Charles L. Jenks

Source: (Publisher/Distributor?)
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: School Decision Makers involved in long-range instructional planning.

Description: This program consists of the design of instructional learning environments consistent with basic assumptions about learning, educational objectives, and school district constraints; and the techniques and procedures whereby alternative instructional programs may be analyzed and selected when based on an individually preferred instructional program design.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: (Producer Supplied)
1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Designed to develop knowledge and skills and to improve the capabilities of instructional planners.

(over)

(Circle one)

		Cost to user
In preparation		
Field testing	Revision no._____	$_____
Final copy		$_____
Copyright		$_____
		$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:

Training needed: Yes( ) No( )

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:

Pre-test	Yes( )	No( )
Post-Test	Yes( )	No( )

Follow-up evaluation instruments:

Related Programs:
Educational Management

Specific Ordering Instructions:
(e.g. ordering time requirements)

Result of Product Evaluation:
Feasibility test data indicate that users regard the prototype materials as potentially helpful, interestingly designed and highly motivating.

Prepared by: L.J.Russell
September 1973 (date)

Area: Development

Content: Organisation and Administration

Title: Screening Sets of Goal Indicators

Author: J.P. Gall, L.J. Fork, G.M. Oakley

Source: (Publisher/Distributor?)
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103

Prerequisite Competencies:
A high level of skill or knowledge is not required for entry into training.

Instructional and Staffing Requirements:

Target Audience: Inservice: School personnel, Assistant Superintendents, Principals, Graduate Students

Description: This module include background reading covering concepts and principles, team activities in which trainees practice the skills using simulated and actual input and feedback activities.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:
3 hours

Components: (Producer Supplied)
1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1) Be able to screen, write and rewrite a set of goal indicators for adequate coverage of the goal.
2) Each student should develop creative self-expression through art, music and writing.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)
Arranges color, form and texture artistically in his personal surroundings.
Engages in individual or group singing, dance or instrumental music activities.
Expresses himself freely through movement.

Evaluator indicators:
Pre-test Yes(X) No( )
Post-Test Yes(X) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs: "Deriving District Goals", "Prioritizing Goal Indicators" and "Redefining Goals into Goal Indicators".

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell
September 1973 (date)

Area: Development

Content: Organization and Administration

Title: Management Utilizing Staff Training

Author: Francis C. Thieman

Source: (Publisher/Distributor?)
Center for the Advanced Study of
Educational Administration
University of Oregon 1472 Kincaid
Eugene, Oregon 97401

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: School Personnel

Description: (MUST) is a program designed to produce, test, and disseminate interested sets of instructional materials. These materials are designed to provide intact work groups within schools with the knowledge and skills necessary to cope with the specific organizational and managerial problems.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete: 60 mins. per/package

Components: (Producer Supplied)
Kit focusing on leadership, planning and reaching agreement

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

The school personnel should develop specific skills and facilitate the formation if intact wotk-groups.

over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes(X) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Materials are generated as simulation games prototypes of materials are field-tested, evaluated, revised, retested, and prepared for dissemination.

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes(X) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

Project Inform

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell

September 1973 (date)

Area: Development

Content: Organization and Administration

Title: "Organizational Self Renewal"
(PETC IV)

Author: Charles Jung

Source: (Publisher/Distributor?)
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
500 Lindsey Building
Portland, Oregon 97204

Prerequisite Competencies: PETC III
Interpersonal Decision-Making, Need Assessment

Instructional and Staffing Requirements:

Target Audience: Administrators, Professors, State Department of Education Personnel.

Description: Educators learn processes for improving the organizational functioning of schools so that teachers improvement efforts will be successful. Organizational self-renewal includes conducting a real organizational self-renewal project over several months.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: No limit

Equipment Requirements: (User Supplied)

Estimated time to complete:
Five--2 day session

Components: (Producer Supplied)
1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Helps increase those functional capabilities that enable the organization to add new kinds of objectives or use new kinds of resources.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When _____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $ -

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs: PETC I SKILLS, PETC II Consultation Skills, PETC III, Organizational Development Skills.

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.L.Russell
September 1973 (date)

Area: Development

Content: Organization and Administration

Title: EPMIS: Basic Principle and Techniques of Project Management

Author: C.Peter Cummings, Director

Source: (Publisher/Distributor?)
Research for Better Schools
Suite 1700
1700 Market Street
Philadelphia, Pennsyvania 19103

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: School district personnel

Description: The module provides instruction in the project management areas of planning, preparation, control, and termination.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: ~~No Restrictions~~

Equipment Requirements: (User Supplied)
projector, screen, cassette, recorder, pencils, compass, tape, grease pencils and pointer

Estimated time to complete:
14 Instructional hours

Components: (Producer Supplied)

12-lesson booklets
12-sets of color slides
12-audio-cassette tapes

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Student should be able to define a project and create a work breakdown structure, create a management information system, develop a reporting system and terminate a project.

(over)

(Circle one)

In preparation
Field testing Revision no._____
~~Final copy~~
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:

Training needed: Yes( ) No( )

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:

Pre-test Yes(X) No( )
Post-Test Yes(X) No( )

Follow-up evaluation instruments:

Related Programs: Administering for Change Program

Specific Ordering Instructions:
(e.g. ordering time requirements)

Result of Product Evaluation:

Module has been evaluated and revised by means of evaluation seminars in four cities, an advisory committee of experts in the field, and through an extensive involvement in the Trenton, New Jersey Public Schools.

Prepared by: L.J. Russell

November 1973 (date)

Area: Development

Content: School Organization and Administration

Title: Functional Competence Training Model for Development, Dissemination and Eval. Pers.

Author: Paul Hood

Source: (Publisher/Distributor?)

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, Calif. 94103

Prerequisite Competencies:

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: (Producer Supplied)

Instructional and Staffing Requirements:

Target Audience: Preservice and Inservice DD&E Personnel and continuing educ. students

Description:

A training program that provides the trainee with information about the course work with a set of learning episodes and a developed work plan to apply on the job competencies he has learned.

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)
There are 3 phases, a preparation phase, an intensive learning, and an application phase. In the third phase the trainee develops a work plan to apply on the job the competencies he has learned.

Evaluator indicators:
Pre-test Yes(X) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Related Programs: Instructional Training Systems

Specific Ordering Instructions:
(e.g. ordering time requirements)

Result of Product Evaluation:

Some products have been prototype tested and are undergoing revision and field testing.

Prepared by: L.J. Russell
September 1973 (date)

Area: Development

Content: Early Childhood Education

Title: Bilingual Kindergarten

Author: Shari Nedler

Description: Twelve instructional units include basic reading skills, concepts, and process skills that enable 5 year-old Spanish-speaking children to understand and speak both English and Spanish.

Source: Southwest Educational Development Laboratory
800 Brazos Street
Austin, Texas 78701
(512) 476-6861

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: Five year old Spanish-speaking children

Estimated time to complete:

Components: Parent education lessons; list of activities that help to extend classroom learning into the home

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes ( ) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Development of basic motor, visual, and auditory skills of children
2. Development of English and Spanish language skills
3. Development of General knowledge and cognitive abilities
4. Development of positive self-concept

Follow-up evaluation instruments:

Status of Development: As of _____(date)
(Circle one) (Cost to user)
In preparation $_____
Field testing $_____
Final copy $_____
Copyright $_____
Revision no._____

Related Programs: Early Childhood Program and Social Education Program

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Prepared by:_____
Date: November 2, 1973

Area: Development

Content: Early Childhood Education

Title: Early Childhood Program

Author: Shari Nedler

Description: Levels I,II,III of the program have twenty-five(25) English and Spanish instructional units which are designed to provide intellectual, social, and emotional growth of 3,4,and 5 year old Mexican-American children.

Source: Southwest Educational Development Lab
800 Brazos Street
Austin, Texas 78701
(512), 476-6861

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: For 3,4,& 5 year old Mexican-Americans

Estimated time to complete:
Open

Components: Instructional units, lessons, a list of equipment & display material that should be in the classroom, a*

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

*set of behavioral objectives, & a parent educational manual, performance test.

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Development of positive concept of child
2. Awareness of immediate and community enviroment
3. Appreciation of cultural heritage
4. Preservation and improvement of language, motor, auditory and basic visual skills

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Follow-up evaluation instruments:

Status of Development: As of_____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Related Programs: Bilingual kindergarten program, Social Education Program

Specific Ordering Instructions:
(e.g., ordering time requirements)

Prepared by:_____
Date: November 2, 1973

Area: Development

Content: Elementary Education

Title: Language Development & Reading

Author: Ernest M. Bernal, Jr.

Source: Southwest Educational Development Lab
800 Brazos Street
Austin, Texas 78701

Description: Oral language skills language experience approaches, sight reading & phonics are used to enable spanish speaking children to develop language & reading in Spanish and English.

Prerequisite Competencies:

77

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)
None

Target Audience: Mexican-American & Puerto Rican children, 6-7 years old.

Estimated time to complete: No, time limit mastery of languages

Components:
Curriculum materials,(books, staff development units, teacher manuals

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Acquiring fundamental reading skills and language development.

Follow-up evaluation instruments:

Status of Development: As of _____(date)
(Circle one) (Cost to user)
In preparation $_____
Field testing $_____
Final copy $_____
Copyright $_____
Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Prepared by:_____
Date: October 30, 1973

Area: Development

Content: Elementary Education

Title: Social Education

Description: A social education program designed to teach social concepts in forty-seven units of thirty minute daily lessons.

Author: Helen Williamson

Source: Southwest Educational
Development Laboratory
800 Brazos Street
Austin, Texas 78701

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: English-speaking children from linquistically and culturally different backgrounds in grades first through third.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Estimated time to complete:
3 years (below)**
Components: film strips, audio tapes, puzzles, teaching pictures, and card games.
May we use or test module in present status at our location?
Yes ( ) No (X)
If not, when? available for use in 1974

**1) 1st year (16 units of 30 minute daily lessons)
2) 2nd year (18 units of 30 minute daily lessons)
3) 3rd year (13 units of 30 minute daily lessons)

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. To develop social concepts and skills of children from economically disadvantaged homes.
2. To reflect the social experiences and value of orientations of children from culturally different backgrounds
3. To provide opportunity for children to develop rational understanding of cultural diversity
4. To assure, through structure, the sequential development of social concepts and skills
5. To concentrate on the development of intellectual processes

Follow-up evaluation instruments:

Status of Development: As of _____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs: Bilingual Kindergarten and Early Childhood Program

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state) 1. Instructional units cover overlapping social, public and economic activities and introduce to the child, adults involved in providing for**

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Prepared by:_____
Date: November 12, 1973

**community needs. 2. Contrast various geographic conditions and represent the simple and the complex, the urban and the rural

Area: Development

Content: Vocational Education

Title: Data Management

Author: Lauri Steel

Source: The Far West Laboratory for
Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Description: This module consists of six learning episodes that are design to introduce students to various techniques for processing, organizing, and displaying data.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience:

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements:
(User Supplied) scissors, exacto knives, felt pens, shading, liquid paper, correction tape and purple pencils

Estimated time to complete: 2 weeks

Components: 1 module, fortran coding form, IBM cards, 5 books, tset answer sheets for California Reading Test, data from evaluation of FIASCO.

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Be familiar with the kinds of data and level of measurement that are used in DD&E.
2. Know general procedure for organizing data and a variety of ways to display data .
3. Given a DD&E problem and a set of data, organize data in a meaningful way .
4. Prepare a clear and informative visual presentation of a set of data.
5. Evaluate a visual presentation of a set of data.

Follow-up evaluation instruments:

Status of Development: As of_____(date)
(Circle one) (Cost to user)
In preparation $_____
Field testing $_____
Final copy $_____
Copyright 1971 $_____
Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Prepared by:_____
Date:_____

Area: Development

Content: Higher Education

Title: Development of an Apprenticeship Work-Study Program Model for The Cross-Training of Physical Scientist for Work in Educational Research and Development

Author: Eugene J. Millstein, Judith M. Melnotte, James A. Dunn

Source:
American Institute for Research
P.O. Box 1113
Palo Alto, California 94302

Description: The program features individualized learning and "real-time experience" in the training of personnel for Educational Research & Development on a short term basis.

Prerequisite Competencies: B.S., B.A., & Masters Degrees, or unemployed persons associated with Aero Space

Instructional and Staffing Requirements: Instructional Manager who understands objectives and is familiar with learning materials and R&D activities in the area

Target Audience:
Physical Scientists, In Service Trainees and Students

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: flexible

Equipment Requirements:
(User Supplied)

Estimated time to complete:
Approximately 3 months but flexible

Components:
1 Manual & Final Report

May we use or test module in present status at our location?
Yes ( ) No (X)
If not, when? _____
Training will be conducted by "AIR" in Palo, Alto because of materials and space

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Each person sets up his own objectives in the Educational Research & Development Program

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes(X)* No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Follow-up evaluation instruments:
Evaluative scale includes 10 objectives

Status of Development: As of 2/72 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Evaluation indicators:
Pre-test Yes( ) No(X)
Post-test Yes( ) No(X)

Result of Product Evaluation:

Related Programs:
None

Specific Ordering Instructions:
(e.g., ordering time requirements)

Prepared by:_____
Date: October 31, 1973

*(An Educational Research & Development Organization)

Area: Development

Content: Higher Education

Title: Using Processes to Meet Educational Needs

Author:

Source: (Publisher/Distributor?)

Northwest Regional Educational Lab.
710 S.W. Second Ave.
500 Lindsey Building
Portland, Oregon 97204

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: Teachers, other school staff

Description: This module consists of programs that provide educators with the ability to use a theoretical learning model as a guide in selecting effective educational processes.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:
5 days

Components: (Producer Supplied)

1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(over)

(Circle one) Cost to user

~~In preparation~~ $_____

Field testing Revision no._____ $_____

Final copy $_____

Copyright $_____

May we use or test module in present status at our location? Yes( ) No( )

If not, When_____?

Administration of Program:

Training needed: Yes( ) No( )

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____

b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:

Pre-test Yes( ) No( )

Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: ~~I.J. Russell~~

~~November 1973~~ (date)

Area: Development

Content: Higher Education

Title: Instructional Development Institute

Description: Eight (8) units presented through a multi-media approach emphasizing improvement of instruction for academically or culturally deprived students.

Author: A Consortium of Four Universities, Michigan State, U.S. International University, Syracuse, University of Southern California

Source:

Dr. Charles F. Scholler, Director
NSMI, Instructional Media Center
Michigan State University
East Lansing, Michigan 48823
(517) 353-3960

Prerequisite Competencies:

87

Instructional and Staffing Requirements: Trainers of program certified by developers

Target Audience: Teachers, Administrators, Board Members, and Specialists

Audience Size Restrictions:

Minimum: 35 participants
Maximum: 50 participants
Other: _____

Equipment Requirements:

(User Supplied)(1) Large group area (50-60) chairs, (5) small group areas (10-15) chairs, refreshment area, (11) portable** Estimated time to complete:

5 Days or 40 Hours

Components: 4 slide projectors, 6 sound projectors, 1 stereo tape recorder, 6 1½" lenses

May we use or test module in present status at our location?

Yes (X) No ( )

If not, when? _____

**tables, 1 small supply room

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

The participant will be able to:
(1) Identify specific instructional problems
(2) Develop feasible plans with the potential for implementation based on what they have learned about the system process.

Follow-up evaluation instruments:
In coordinator's manual

Status of Development: As of _____(date)
(Circle one) (Cost to user)
In preparation $_____
Field testing $_____
Final copy $_____
Copyright 1972 $_____
Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No(X)
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes( ) No(X)
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by:_____
Date: October 30, 1973

Area: Development

Content: Higher Education

Title: Preparing Instructional Materials for Educational Developers

Author: Eva L. Baker

Source: Department of Education
University of California
405 Hilgard Avenue
Los Angeles, California 90024

Description: The training program includes procedures in which instructional product developers must employ to prepare or develop first draft instructional materials. The training includes instruction in how to use practice, knowledge of results, prompting, task description, control of inspection behavior, and comprehensive revision exercises for the development of first draft instruction materials.

Prerequisite Competencies:
Background in Instructional Development

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: Teachers, and Curriculum developers

Estimated time to complete:
15 hours

Components: Text, practice discrimination exercises, models revision exercises, writing**

Audience Size Restrictions:
Minimum: 20
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

**stimulations, post-test, and pre-test

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Ability to discriminate the use of such techniques in sample instructional sequences
2. Ability to revise given sequences to improve the use of such techniques
3. Ability to correctly select statements relative to the recommended use of techniques

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes(X) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Follow-up evaluation instruments:
Program Questionnaire

Status of Development: As of 3/72 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____
Revision no._____	

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Although the results were mainly positive, the technique of prompting needs more emphasis

Prepared by:_____
Date: November 2, 1973

Area: Development

Content: Higher Education

Title: "Listening and Speaking"

Author: R. K. McMinamin

Source: (Publisher/Distributor)
The Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Description: A discrete package including objectives, rationale, and suggested approach for the teacher with a description of student activities. This plan also provide instructions for both "in-class" and "out-class" types of activities. The classroom is used as a laboratory for 17 hours of class sessions to obtain better Listening and Speaking.

Prerequisite Competencies:
Follow directions (spoken)
Interpersonal Communication

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)
class with movable chairs; tape facilitaties conference tables.

Target Audience:
Para-Professionals

Estimated time to complete:
17 hours of class sessions

Components:
Reaction forms; 1 instructional manual; A Manual of Intergroup Relations

Audience Size Restrictions:
Minimum: _____
Maximum: Vary
Other: _____

May we use or test module in present status at our location?
Yes ( ) No ( )
If not, when? _____

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

1. Understand, interpret and act upon information
2. Understand assignments, instructions, and directions,
3. Obtain answers to specific questions
4. Use information to direct additional data gathering efforts for the purpose of identifying likely consequences of alternative actions
5. Learn how to respond in new, strange, or unfamiliar situations
6. Identify the accuracy or the bias in the content of speeches
7. Be able to respond to telephone messages and to give adequate directions over the phone

Follow-up evaluation instruments:

Status of Development: As of_____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright 1971	$_____

Revision no._____

Related Programs: Study of Communication in DD&E, Preparation of Consumer-Oriented Information and Technical Writing

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No(X)

Training available at:
a. developer's facility
Yes( ) No(X)
Cost to user $_____
b. at user's location
Yes( ) No(X)
Cost to user $_____

Administration by developer Personnel:
Yes( ) No(X)
Cost to user $_____

Specific Instructional Activities: (state)
Answering questions after each section; assignments, worksheets, role playing, and self evaluation tests.

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: L.J.Russell
Date: November 7, 1973

Area: Development

Content: Higher Education

Title: The OSU Model Training Project

Author: Phyllis Falk, J. Hilderbrand, Bill Nealy & Jack Sanders

Source: Model Training Project
OSU Evaluation Center
1712 Neil Avenue
Columbus, Ohio 43210

Description: A strategical project utilizing; 1) trainee involvement in program development, 2) specially developed seminars, 3)internships, 4) regular university courses to improve education through the training of educational evaluators.

Prerequisite Competencies:
1) Paraprofessional-employed by MTP field based agencies, 2) undergraduate-not**

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience:
Persons with Bachelors, Masters or Paraprofessional graduates

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Estimated time to complete:

Components: Student & An Adjunct Professor's handbook, Brochures, Transparencies, & Slide-Tape***

May we use or test module in present status at our location?
Yes ( ) No (X)
If not, when? Because it is a training program conducted by the developer (a single establishment)

**operational, 3) graduate program-B.S., B.A. or professional degree, 2.70 or better average based on 4.00, prerequisite acedemic work, 3 letters of recommendation.

***presentations, guide lines for internship, group & individual instructional modules

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(1) Development of evaluation theory
(2) Perform empirical research
(3) Assist educational agencies in developing evaluation systems,
(4) Assist in development of evaluation training materials,
(5) Design & conduct evaluative studies

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes(X) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes(X) No( )
Cost to user $ Resident full time $210 per quarter, non-resident full time $350 per quarter

Specific Instructional Activities: (state)

Follow-up evaluation instruments:
Profile instruments

Status of Development: As of May, 72 (date)
(Circle one) (Cost to user)
In preparation $_____
Field testing $_____
Final copy $_____
Copyright $_____
Revision no._____

Evaluation indicators:
Pre-test Yes( ) No(X)
Post-test Yes( ) No(X)

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Prepared by:_____
Date: October 31, 1973

Area: Development

Content: Higher Education

Title: EPMIS: Proposal Development

Author: C. Peter Cummings & Desmond L. Cook

Source: (Publisher/Distributor?)
Research for Better Schools
Suite 1700
1700 Market Street
Philadelphia, Pennsyvania 19103

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience:

School District Personnel

Description:

This module is designed to assist local school district personnel in the department of project proposals and covers such topics as translating an idea into a proposal, proposal formats, and application procedures for funding and contractual arrangements.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: (Producer Supplied)
1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Increase a local school districts capability to implement decisions to change, both on a short-term and long-term basis; and deal with the crisis condition (immediate pressing problems) on a short-term basis.

(over)

(Circle one) Cost to user

~~In-preparation~~
Field testing Revision no._____ $_____
Final copy $_____
Copyright $_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnal Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Related Programs: Administering for Change Program

Specific Ordering Instructions:
(e.g. ordering time requirements)

Result of Product Evaluation:
Module has been evaluated and revised by means of evaluation seminars in four cities, an advisory committee of expects in the field, and through an extensive field involvement in the Trenton, N.J. Public Schools.

Prepared by: I.J. Russell
September 1973 (date)

Area: Development

Content: Higher Education

Title: Coordinator's Handbook for: Setting Goals, Analyzing Problems, Deriving Objectives

Author: J.P. Gall, C.L. Jenks, L.J. York, J.G. Otto and N. G. Bostick

Source: Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Description: Modules include background reading covering concepts and principles, team activities in which trainees practice the skills using simulated and actual input, and feedback activities for developing objectives to improve pedagogical approaches

Prerequisite Competencies:
A high level of skill or knowledge is not required for entry into training

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: Inservice: school personnel assistant superintendents, principals, graduate students

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Estimated time to complete:
(Below)**
Components: 3 unit $24.95
Orientation booklet $.25
coordinator's handbook $4.50

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

**10-15 hours-unit 3,
12-18 hours-unit 2,
1 hour -unit 1

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

1. Specify criteria for refining goals into goal indicators,
2. Explain how validity of problems can be assessed,
3. Evaluate sample goal indicators,
4. Specify goal indicators
5. Describe circumstances under which problems need to be redefined,
6. Summarize additional information received about a problem,
7. Judge whether problems are valid,
8. Identify problems that need to be redefined,
9. Write new problem definitions for problems that need to be redefined,
10. Develop objectives relevant to refinement process.

Administration of Program:

Training needed
Yes( ) No(x)

Training available at:

a. developer's facility
Yes( ) No( )
Cost to user $_____

b. at user's location
Yes(x) No( )
Cost to user $_____

Administration by developer Personnel:

Yes( ) No(X)
Cost to user $_____

Specific Instructional Activities: (state)

Follow-up evaluation instruments:

Status of Development: As of 1972 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$ 30.70
Copyright	$_____

Revision no._____

Evaluation indicators:

Pre-test Yes( ) No(X)
Post-test Yes(x) No( )

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Prepared by:_____
Date: April 25, 1973

Area: Development

Content: Higher Education

Title: The Pittsburgh-Based Project to Train Educational R&D Personnel

Author: Glen Heathers

Source: Learning Research & Development Center
University of Pittsburgh
Pittsburgh, Penn. 15213

Description: This project provides training that will impact as directly as possible on instruction in schools, the emphasis in training is on the development, diffusion and utilization of innovations.

Prerequisite Competencies:
School system employee, with a specific knowledge of the major purposes or themes that underlie educational products or procedures

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience:
minority groups, trainees having backgrounds in different disciplines

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: no limit

Estimated time to complete:
(**below)

Components:

May we use or test module in present status at our location?
Yes ( ) No (X)
If not, when? Spring 1973

**4 years- 1) 6 months - design phase
2) 3½ years - operational phase

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

1. Knows specifically what is meant by teaching ideas rather than facts, by teaching competencies in problem solving.

2. Should be capable of analyzing and evaluating various approaches to individualizing instruction

3. Posseses a detailed working definition of individualized instruction of student self-direction and of mastery as a criterion of accomplishment of learning tasks.

Follow-up evaluation instruments:

Status of Development: As of 10/72 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____
Revision no._____	

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes(X) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes(X) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Prepared by:_____
Date: March 26, 1973

Area: Development

Content: Higher Education

Title: Development of Project Management Training Packages for Local School District Personnel (Executive Orientation Package)

Author: Desmond L. Cook

Source: Educational Program Management Center,
Educational Development Faculty, College of Education,
The Ohio State University
Columbus, Ohio 43210

Description: Four lessons: 1. Building Conviction, 2. Organizational Structuring, 3. Developing an awareness of project operations, and 4. Securing more information that is an orientation to the concept of Project Management.

Prerequisite Competencies:

101

Instructional and Staffing Requirements:
Advisory Committee -knowledgeable in areas regarding instructional design and evaluation

Target Audience: Educational Executives

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements:
(User Supplied) tables, chairs, a screen, blackboard, carousel, projector, an amplified lecturn cassette tape recorder.

Estimated time to complete:
1 day

Components: pretest, posttest, a tape-script, exercises, lesson reaction sheets

May we use or test module in present status at our location?
Yes ( ) No (X)*
If not, when? _____

*Project must be directed by developer because further revisions must be made

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

None, since the participants were not expected to perform any particular skill

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes(X) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Follow-up evaluation instruments:
Four Point Subjective Rating Scale

Status of Development: As of 9/30/71 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____
Revision no._____	

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by:_____
Date: November 12, 1973

Area: Development

Content: Higher Education

Title: IRM: The Functional Competence Training Program for Development, Dissemination & Evaluation Personnel in Education

Author: Freeman Elzey & Marie Paul

Source: Far West Laboratory for Educational Research & Development, Consortium for Development, Dissemination & Evaluation Training

Description: Eight (8) Competence Areas: (1) Communication Skills, (2) Information/Data Collection & Organization, (3) Evaluation, (4) Planning & Design, (5) Developmental Engineering, (6) Analysis & Definition, (7) Dissemination & Marketing, (8) Management; designed to meet the demand for trained personnel in (DD&E).

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements: (User Supplied) None. Self-instruction

Target Audience: Professional & Paraprofessionals

Estimated time to complete:

Audience Size Restrictions:
Minimum: ____
Maximum: 5 students
Other: ____

Components: 41 modules, accessory materials

May we use or test module in present status at our location?
Yes (X)* No ( )
If not, when? ____
It can be used at our location because of its flexibility

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

(1) Acquire competency in receiving, organizing, transmitting information
(2) Acquire competencies in collection & organization of documentary data
(3) Acquire ability to make both formal & informal judgements & decisions
(4) Layout an overall plan for a development or operational solution & the design work of a plan
(5) Fabricate products & generate replicable processes
(6) Establish needs & identify problems in educational settings
(7) Recognize & solve problems of dissemination, marketing & utilization
(8) Perform supervisory activities

Follow-up evaluation instruments:

Status of Development: As of Sept. 72 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright 1972	$_____

Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes(X) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by:_____
Date:_____

Area: Development

Content: Higher Education

Title: Writing Higher Level Objectives

Author: Renee Westcott

Source: (Publisher/Distributor?)
Senior College Division
National Laboratory for
Higher Learning
Durham, North Carolina

Prerequisite Competencies:
Completed series, or can write performance objectives.

Instructional and Staffing Requirements:

Target Audience: Two year college faculty members with emphasis on college transfer programs.

Description: Writing Higher Level Objectives is a self-instructional package written to enable faculty to write cognitive behavioral objectives for their courses at levels higher than recall amd comprehension. The package provides training in classifying and writing objectives at the levels of application, analysis, synthesis, and evaluation.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: None

Equipment Requirements: (User Supplied)

Estimated time to complete: ½ day

Components: (Producer Supplied)
1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.
1) Identify six levels of learner behavior from simple to complex by using a single verb for each level. The levels are:: Low Achieving, Minority Groups, Socioeconomically Deprived, Culturally Disadvantaged and Handicapped.
2) Generate objectives at successively higher levels for one of your cources.

(over)

(Circle one) Cost to user

In preparation $_____

Field testing Revision no._____ $_____

Final copy $_____

Copyright $_____

May we use or test module in present status at our location? Yes( ) No( )

If not, When_____?

Administration of Program:

Training needed: Yes( ) No(X)

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____

b) at user's location Yes(X) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:

Pre-test Yes(X) No( )

Post-Test Yes(X) No( )

Follow-up evaluation instruments:

Laboratory personnel will conduct follow-up evaluation.

Result of Product Evaluation:

Related Programs: Instructional Improvement Training series and Workshop Trainers Manual, Developing Individualized Instructional Materials, Accountable Learning Systems (ALS)

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J.Russell

September 1973 (date)

Area: Development

Content: Teacher Education

Title: Systematic and Objective Analysis of Instruction

Author: James R. Hale and Alan Spanjer

Source: (Publisher/Distributor?)
Northwest Regional Educational Laboratory
Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: Teachers, Supervisory Personnel & Administrators at all levels of instructions in all subjects.

Description:
A workshop which utilizes a deductive approach, for providing educators with skills in Interpersonal relations, Supervisory Techniques & Teaching Strategies which can be applied in Self-Analysis of other Teachers for the improvement of instruction.

Audience Size Restrictions:
Minimum: 1 Trainer per 3 participants
Maximum: 1 Trainer per 12 participants
Other: _____

Equipment Requirements: (User Supplied)
Classroom

Estimated time to complete:
4 weeks (100 hrs. of instructions)

Components: (Producer Supplied)
Training manual, participants material
(10.00) (7.00)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Demonstrate different behaviors for internalizing learning. 2. Demonstrate interpersonal communication skills. 3. Demonstrate increased interdependence by applying group processes. 4. Demonstrate interpersonal skill by applying principles for building trust. 5. Plan instructional objectives. 6. Plan strategy for a conference based on observation of teacher behaviors. 7. Conduct a conference to gain insight into alternative behaviors. 8. Interpret one's own & others's performance in relations to the program.

(over)

(Circle one)		Cost to user
In preparation		$_____
Field testing	Revision no._____	$_____
Final copy		$_____
Copyright		$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes(X) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes(X) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs: "RUPS"-Research Utilizing Problem Solving, Facilitating Inquiry in the Classroom, and Interaction Analysis

Specific Ordering Instructions:
(e.g. ordering time requirements)
Order from Commercial Educational Distributing Services, P.O. Box 3711
Portland, Oregon 97208

Prepared by: James Yant
September 1973 (date)

Area: Development

Content: Teacher Education

Title: "Facilitating Inquiry in the Classroom"

Author: Charles Jung

Source: Northwest Regional Educational Laboratory
1206 Southwest Jefferson Street
Portland, Oregon 97201

Description: A instructional design consisting of 18 units that will prepare teachers to perform 27 behaviors to encourage pupils to inquire and become autonomous learners.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)
Tape-recorder

Target Audience: Teachers, paraprofessional and professors

Estimated time to complete:
40-45 hours

Components: A 424 page leaders guide; participant's exercises; 4 audio tapes of classroom sessions.

Audience Size Restrictions:
Minimum: 6
Maximum: 24
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

1. Identify, practice and use interaction patterns which will enable students to learn independently.
2. Identify, diagnose and evaluate students in their growth to inquiry.

Follow-up evaluation instruments:

Status of Development: As of 11/30/72 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$ 29.77
Copyright	$_____

Revision no._____

Related Programs: Interaction Analysis; Higher Level Thinking Abilities

Specific Ordering Instructions:

(e.g., ordering time requirements)

Tapes: Rex Recording Studios
931 S.W. King Street
Portland, Oregon
($12.27 per set)

Administration of Program:

Training needed
Yes(X) No( )

Training available at:

a. developer's facility
Yes( ) No( )
Cost to user $_____

b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:

Yes( ) No(X)
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:

Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by:_____

Date: January 9, 1973

Area: Development

Content: Teacher Education

Title: How to Develop and Use Indicators of Performance

Author: Sanford Lemkin-Director
Hsuan Lin-Product Developer

(Publisher/Distributor?)
Source: Research for Better Schools
Suite 1700
1700 Market Street
Philadelphia, Pennsylvania 19103

Description: A three phase program that leads from an introduction to the basic skills required to the initiation of comprehensive planning process of the local school district as it relates to the assessment and improvement of current curriculum programs in the schools, with specific interest in providing technologies to assist schools in individualizing and humanizing their programs.

Prerequisite Competencies:

The successful interaction and flexibility of groups of individuals with different perspectives.

111

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience:

Estimated time to complete: Instructional time for individual mode-30hrs. & group mode 40 hrs.

Components:
1 module (3 individualized/self-contained manuals), 580 slides, and 12 cassette tapes

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes ( ) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Through development of organizational structure the teacher will be able to develop the performance indicators efficiently.

Follow-up evaluation instruments:

Status of Development: As of 1972 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____
Revision no._____	

Related Programs:
Administering for Change Program

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Module has been evaluated and revised by intensive field testing in two school districts.

Prepared by: L.J. Russell
Date: September 1973

Area: Development

Content: Teacher Education

Title: Introduction to Individualized Instruction

Author: Ronnie Martin

Description: The program emphasizes the mastery of at least 28 of 31 terms which leads to the development techniques that are useful in meeting individual needs and providing for individual differences.

Source: Education Service Center, Region XI
2821 Cullen Street
Fort Worth, Texas 76107
(817) 335-2441

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: Teachers

Estimated time to complete:
Individual Rate
Components:
1 Module

Audience Size Restrictions:
Minimum: _____
Maximum: 1
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

(1) Recognize 28 of 31 terms covered in the unit
(2) Define 25 of 31 terms without the aid of notes.
(3) Interpret the meaning of the terms when used in the literature
(4) Techniques for effective teaching will be learned.

Follow-up evaluation instruments:

Status of Development: As of _____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Prepared by:_____
Date: October 30, 1973

Area: Development

Content: Teacher Education

Title: "Instructional Ends"

Author: Dr. Reneé P. Westcott

Source: (Publisher/Distributor)
National Laboratory for
Higher Education
Durham, North Carolina

Description: A program to help the instructor to be in a better position to diagnose problems and adapt instructional style to the particular needs of the learner.

Prerequisite Competencies:

Instructional and Staffing Requirements: None

Equipment Requirements:
(User Supplied) Projector, tape recorder, screene, tapes

Target Audience:
Two year college faculty

Estimated time to complete:
1 Day

Components:
1 module

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: unlimited

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

Write: performance objectives for your self instructional unit.
(2) Appropriate criterion measure that are dictated by your object.
(3) Complete cover sheet for your materials.

Follow-up evaluation instruments:

Labaratory personnel will conduct follow-up evaluation

Status of Development: As of Aug. '73 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no. 9

Related Programs: Instructional Means, Instructional Revision, Writing Higher Level Objectives

Specific Ordering Instructions:

(e.g., ordering time requirements)

Administration of Program:

Training needed
Yes( ) No(X)

Training available at:

a. developer's facility
Yes( ) No( )
Cost to user $_____

b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:

Yes(X) No( )
Cost to user $_____

Specific Instructional Activities: (state)

User participate as students in individualized instructional activities.

Evaluation indicators:

Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Copy of workshop evaluation sent to participating institution. Feedback from evaluation utilized to revise product and total workshop.

Prepared by: A.D. Schmidt
Date: August, 1973

Area: Development

Content: Teacher Education

Title: Refining Instructional Objectives

Author: Stephen P. Klein

Source: Center for the Study of Evaluation
University of California
Graduate School of Education
Los Angeles, California 90024

Description: A topic wherein participants work individually and in groups on exercises based on instructional materials for distinguishing between appropriate instructional objectives.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience:

Audience Size Restrictions:
Minimum: _____
Maximum: 75 or more
Other: _____

Equipment Requirements:
(User Supplied) Name tags, tables, pencils and erasers, three ring binders for participants' notebook.

Estimated time to complete: 1 day

Components: 1 leader's manual, participants notebook "Refining and Selecting Instructional Objectives": one per person and one for leader, Pre and Posttest forms A&B, questionnaries, **

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

**Self-Addressed mailers

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Distinguish between instructional and non-instructional objectives.
2. Revise a non-instructional objective into instructional objective form.
3. Distinguish among cognitive, affective, and Psychomotor objectives.
4. Construct at least one cognitive or affective instructional objective and a test item which conisitently measures that objective.
5. Determine whether a test item is cognitive with the objective it was designed to measure.

Follow-up evaluation instruments:

Status of Development: As of_____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright 1971	$_____

Revision no._____

Related Programs: Selecting Instructional Objectives

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No(X)

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: James Yant
Date: November 1973

Area: Development

Content: Teacher Education

Title: "Interaction Analysis"

Author: John Hansen, University of Oregon
Robert Anderson, University of Washington

Source: Northwest Regional Education Laboratory
710 S.W. Second Avenue
500 Lindsay Building
Portland, Oregon 97204

Description: A complete workshop package designed to increase skills in analyzing and interpreting data on classroom interaction and using it to make sound judgement for improving classroom instruction.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: In-service/Pre-service teachers, all levels and all subject areas

Audience Size Restrictions:
Minimum: 6 with one trainer
Maximum: all staff members of target unit
Other: _____

Estimated time to complete:
30-40 hours
Components: 1 manual - $4.00, 1 audio-tape - $8.20, 1 book - $4.95, 39 transparencies - $12.90, 1 filmstrip/tape presentation-$30.00
May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

1. Interpret instructional goals in terms of expected patterns of interaction.
2. Gather data about instructional materials
3. Analyze interaction data to determine patterns of influence and areas of concern
4. Perceive the effects of different styles of verbal behavior
5. Vary or limit verbal behavior to meet desired instructional goals
6. Use analyzed interaction data as a basis for change in teaching behavior

Follow-up evaluation instruments:

Status of Development: As of _____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$ $60.00

Revision no._____

Related Programs: Encouraging inquiry in the classroom

Specific Ordering Instructions:

(e.g., ordering time requirements)
Order filmstrip/tape from:
University of Minnesota
A-V Center
Minneapolis, Minnesota 55455
"Studying Teacher Influence" Parts 3 & 4

Administration of Program:

Training needed
Yes(X) No( )

Training available at:

a. developer's facility
Yes( ) No( )
Cost to user $_____

b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:

Yes( ) No(X)
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:

Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by:_____
Date: March 9, 1973

Area: Development

Content: Teacher Education

Title: "Interpersonal Communications"

Author: Charles Jung, Rosalie Howare, Rine Pino, Ruth Emory

Source: Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon

Description: The instructional program provides inservice training for teachers and administrators with capabilities to improve their communications.

Prerequisite Competencies:
Teacher-teamwork skills

Instructional and Staffing Requirements: Instructor's manual, 9 films and audio-tapes and communication techniques.

Target Audience: School personnel, paraprofessionals, volunteers, students, parents.

Audience Size Restrictions:
Minimum: _____
Maximum: 6-24
Other: _____

Equipment Requirements:
(User Supplied)
Classroom

Estimated time to complete:
30 hours in a five-day workshop

Components: 1 manual, 1 participant's material, 9 films

May we use or test module in present status at our location?
Yes ( ) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

1. Ability to communicate effectively with students
2. Identify non-verbal cues
3. Ability to paraphrase, describe behavior, describe feelings and check perception of other's feelings and intentions
4. Identify the effects of expectations and feelings on communication
5. Apply concepts of coding and encoding to interpersonal communications
6. Identify behaviors that effect open communication
7. Identify the effects of roles of communications
8. Apply the circular process model of interpersonal relations to communication

Follow-up evaluation instruments:

Status of Development: As of 11/30/72 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$ 5.00
Copyright	$_____

Revision no._____

Related Programs: Interpersonal Influence
Northwest Regional Education Laboratory

Specific Ordering Instructions:
(e.g., ordering time requirements)

Xicom Inc.
Sterling Forst
Tuxedo, New York 10987

Administration of Program:
Training needed
Yes( ) No(X)

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Prepared by:_____
Date: January 3, 1973

Area: Development

Content: Teacher Education

Title: Module Development Packet

Author: James J. Vaugham Jr.

Source: Teacher Education Projects
Florida State University
Tallahassee, Florida

Description: This outline gives reviewers the design data necessary to suggest module inprovements prior to the expenditure of time and money in actual module construction.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)
None

Target Audience:
Any individual who desires to develop a module

Estimated time to complete:
varies according to individual

Components:
1 module development packet

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: None

May we use or test module in present status at our location?
Yes ( ) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

The user should be able to develop a module outline after viewing this module development packet.

Follow-up evaluation instruments:

Status of Development: As of 11/21/72 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright 1972	$_____

Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No(X)
Cost to user $_____

Specific Instructional Activities: (state)
Stated in Module packet

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by:_____
Date: November 5, 1973

Area: Development

Content: Teacher Education

Title: Perceived Purpose #6

Author: W. James Popham

Source: (Publisher/Distributor)
Vimcet Associates
Post Office Box 24714
Los Angeles, California 90024

Description: The Program deals with motivation and the necessity of having learners perceive the worth of what they are studying. Four different methods of promoting a suitable "learning set" are treated: deduction, induction, exhortation, and intrinsic rewards. The viewer learns to identify these methods and develops instructional activities using each.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: Pre- and in-service teachers

Estimated time to complete:
30 minutes

Components: 1 filmstrip, 1 tape
1 utilization guide

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes ( ) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Increase skills in motivation, planning and presentation.

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Follow-up evaluation instruments:

Status of Development: As of_____(date)
(Circle one) (Cost to user)
In preparation $_____
Field testing $_____
Final copy $_____
Copyright $_____
Revision no._____

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Related Programs: WRITE TO: Related Textbooks by W. James Popham & Eva Baker, Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632

Specific Ordering Instructions:
(e.g., ordering time requirements)
1. Address on front
2. Order by program number; indicate quantity desired. Use purchase order format on the back of the "Instructional Materials" booklet.

Prepared by:_____
Date: March, 1973

Area: Development

Content: Teacher Education

Title: Pupil Perceived Needs Package

Author: Mike Marvin

Source: (Publisher/Distributor?)
Research forBetter Schools, Inc.
Suite 1700
1700 Market Street
Philadelphia, Pa. 19103

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: School District Personnel

Description: Program contains information that assists in the development of instruments to assess curricular needs as perceived by the student population. This information will help improve current curriculum programs in the schools with specific interest in providing technologies to assist schools in individualizing and humanizing their programs.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: (Producer Supplied)
1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(over)

(Circle one) Cost to user

In preparation $_____

Field testing Revision no._____ $_____

Final copy $_____

Copyright $_____

May we use or test module in present status at our location? Yes( ) No( )

If not, When_____?

Administration of Program:

Training needed: Yes( ) No( )

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____

b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Constructing test items to measure instructional objectives.

Evaluation indicators:

Pre-test Yes( ) No( )

Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Module has been evaluated and revised by intensive field testing in two school districts.

Related Programs: **Administering for Change Program**

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell

September 1973 (date)

Area: Development

Content: Teacher Education

Title: Current SCRDT Programs & Work Units

Author: N.L. Gage

Source: School of Education
Stanford University
Stanford, California

Description: Four experimental programs: 1. Teacher effectiveness, 2. Enviroment for Teaching 3. Teaching Student from low income areas, and 4. Exploratory studies upon their completion in November, 1977 will enable teachers to become more competent in their fields.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience:
Teachers

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Estimated time to complete:

Components: T.V., film studies, large group instruction room, research area, computers, monitors,*

May we use or test module in present status at our location?
Yes ( ) No (X)*
If not, when? _____

*Because the training is conducted at one of ten Educational R&D Centers

*video disc storage

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

(1). Teachers will have behaviors & strategies that aid in student achievement of cognitive & social-emotional objectives of education

(2) Teachers will be able to design school organizations which support innovations in teaching and procedure

(3) Teachers will be able to motivate students in low income schools through appropriate training materials.

Administration of Program:

Training needed

Yes(X) No( )

Training available at:

a. developer's facility

Yes(X) No( )

Cost to user $_____

b. at user's location

Yes( ) No( )

Cost to user $_____

Administration by developer Personnel:

Yes( ) No( )

Cost to user $_____

Specific Instructional Activities: (state)

Follow-up evaluation instruments:

Status of Development: As of March, '73 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Evaluation indicators:

Pre-test Yes( ) No( )

Post-test Yes( ) No( )

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:

(e.g., ordering time requirements)

Director of Publications & Dissemination
Ext. 4301 (415) 321-2300

Prepared by:_____

Date: November 5, 1973

Area: Development

Content: Teacher Education

Title: Research-Based Techniques for Instructional Design

Author: Eva Baker & Edys Quellmalz

Source: Office of Graduate Education
UCLA
Los Angeles, California

Description: The module includes instruction in how to use practice, knowledge of results, prompting, task description, control of inspection behavior and comprehensive revision exercises for designing instruction

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: University Students, State College Students, Teacher Education Candidates, Graduate Students in instructional Technology and Individual Training Personnel

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Estimated time to complete:
12-16 hours

Components:
1 Module

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

(1) Answer information questions regarding the purpose and function of five instructional techniques (practice, prompting, knowledge of results, task description, control of inspection behavior)

(2) Identify from written segments of instruction whether the techniques have been used and to rate their effectiveness.

(3) Revision of an instructional segment so that it exhibits the use of techniques

(4) Ability to write a short instructional sequence which adheres to given specifications and unambiguously demonstrates the instructional techniques emphasized in the program.

Follow-up evaluation instruments:

Status of Development: As of 1972 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright 1972	$_____

Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by:_____
Date: October 30, 1973

Area: Development

Content: Teacher Education

Title: "Higher Level Thinking Abilities"

Author: Charles Jung

Source: Northwest Regional Education Laboratory
1206 Southwest Jefferson Street
Portland, Oregon 97201

Description: Twenty-eight instructional sequences that enable teachers to use strategies that increases student's ability to solve problems by categorizing facts, drawing generalizations from these facts, and applying them to unknown situations.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements: (User Supplied)

Target Audience: Teachers of all subjectsareas and grade levels.

Estimated time to complete: 36 hours of instruction

Components: 1 instructor's manual-$15.00; Participant exercises-$10.50 per set; Audio-visual instructional materials.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Ability to apply effective teaching strategies

Follow-up evaluation instruments:

Status of Development: As of 11/30/72 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs: 1. Encouraging inquiry in the classroom; 2. Interaction Analysis

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:
Seventy-three percent of the teachers found system valuable, used it in the classroom and understood it.

Prepared by:_____
Date: January 8, 1973

Area: Development

Content: Basic Research

Title: "The Research Paper"

Author: Robert Arends

Description: Module designed to assist graduate students in developing their skills in writing research papers. Also included are different data collection devices, resources and references, and the specific uses of each.

Source: (Publisher/Distributor)
State University College at Buffalo
Graduate Studies
Buffalo, New York 19222

Prerequisite Competencies:

1. The students should have sufficient background in mathematics to be able to compute simple equations.**

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: Graduate Students

Estimated time to complete:
Variable

Components:
15 Modules

Audience Size Restrictions:
Minimum: 1
Maximum: 30
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

**2. The student will find that the successful completion of clusters, RES:001:00:SCB and RES:002:00:SCB, will be most helpful in establishing the necessary background to begin cluster RES:003:00LSCB and RES:004:00:SCB.

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(1) Convert raw data to a frequency table.
(2) Construct a frequency polygon
(3) Construct graphs
(4) Compute an arithmetic mean, median, and mode
(5) Compute range, standard and quartile deviation
(6) Writing a proposal and review for a historical study

Follow-up evaluation instruments:

Status of Development: As of_____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

**seminars devoted to observations and sociograms; attend seminars on test and inventories

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Attend seminar on historical, experimental and descriptive research: attend laboratory sessions; attend**

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: Robert Arends
Date: September 11, 1973

Area: Development

Content: Basic Research

Title: The Design of Programs to Train Personnel to Develop and Conduct Programs of Local Change

Author: Robert F. Nicely, Jr.

Source: The Learning Research and Development Center
University of Pittsburgh
Chicago, Illinois

Description: Three training programs which includes study in course work, laboratory exercises or projects, internship experiences and individualized training. The participants spend five six-hour days on site each week.

Prerequisite Competencies: All participants held jobs directly or indirectly related to study.

Instructional and Staffing Requirements: Sponsoring agencies continued to pay the salaries of the participants and the project gave stipend to cover travel and living expenses

Target Audience:

Equipment Requirements: (User Supplied)

Estimated time to complete: (Short-term programs-six weeks; Long-term programs-three years)

Components:

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes ( ) No (X)**
If not, when? _____
**This is a program which tested and made changes in an existing program.

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Involve changing curricula and instructional procedures.

Follow-up evaluation instruments:

Status of Development: As of _____(date)
(Circle one) (Cost to user)
In preparation $_____
Field testing $_____
Final copy $_____
Copyright $_____
Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state) 1) course work; 2) laboratory exercises or projects; 3) internship experiences; 4) individualized training program guidance

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )
*not indicated for short-term programs

Result of Product Evaluation:

Prepared by: Robert F. Nicely, Jr.
Date: July, 1973

Area: Development

Content: Basic Research

Title: Tryout and Revision

Author: Eugene J. Millstein

Source: (Publisher/Distributor)
The Far West Laboratory for
Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Description: Student learns about tryout and revision by taking one product through the entire process. The educational product is a first aid manual. The student specifies evaluation criteria; determines the kind of information which should be collected in the tryout; analyzes the results of a tryout; and constructs revisions based on these results.

Prerequisite Competencies:
None

Instructional and Staffing Requirements:
None. Can be self-administered by student.

Equipment Requirements:
(User Supplied)
None

Target Audience: Entry-level professional RDD&E

Estimated time to complete:
8-12 hours

Components: All incorporated in module

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: None

May we use or test module in present status at our location?
Yes ( ) No ( )
If not, when? _____
I believe yes. Contact Far West Laboratory

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

1) Explain the purpose of the tryout and revision process.
2) Outline the steps in the tryout and revision process.
3) Specify appropriate criteria to be used for evaluating a product in the tryout and revision process.
4) Specify the kinds of information which should be collected in a tryout in order to evaluate a product along given criteria.
5) Analyze the information collected from a tryout to identify problems in the product.
6) Hypothesize causes for these problems and construct revisions.

Follow-up evaluation instruments:

Status of Development: As of_____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs: This program is part of a series on Developmental Engineering of Educational Products.

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:

Training needed
Yes( ) No(X)

Training available at:

a. developer's facility
Yes( ) No( )
Cost to user $_____

b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state) Questions, problems, and role playing--all related to case study.

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: Eugene J. Millstein
Date: July 29, 1973

Area: Difussion

Content: Organization and Administration

Title: The Educational Information Consultant (EIC) Skills in Disseminating Educational Information

Description: A performance-based training program.

Author: Wayne Rosenoff

Source: (Publisher/Distributor)
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California

Prerequisite Competencies:
None

Instructional and Staffing Requirements:
One instructor or institute leader

Equipment Requirements:
(User Supplied)
Access to ERIC and Information Center

Target Audience: Administrative personnel teachers, R&D and/or evaluation personnel

Estimated time to complete:

Components: Instructor's Guide(1)
Ecology Pocket(per 5 students)
Student Manuel, Filmstrip(sound)
Cassette tapes

Audience Size Restrictions:
Minimum: 8
Maximum: 30 (or depending of facilities)
Other: _____

May we use or test module in present status at our location?
Yes ( ) No (X)
If not, when? _____

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

Negotiate with clients to clarify their information, problem or needs. Retrieve pertinent information about researched and developed products and techniques. Synthesize and organize information. Display and convey the results of the search to the client.
Evaluate the performance of the above process and of the setting in which they are carried out.

Follow-up evaluation instruments:

Product Evaluation Check List
affective questionnaire

Status of Development: As of 9/73 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$ Estimate $10.00 per
Copyright	$_____ student, plus
Revision no. 3	$40.00 per class for instructor and A/V

Related Programs:

Instructional and Training Systems

Specific Ordering Instructions:

(e.g., ordering time requirements)
available November, 1973

Administration of Program:

Training needed
Yes( ) No(X)

Training available at:

a. developer's facility
Yes( ) No( )
Cost to user $_____

b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:

Yes( ) No(X)
Cost to user $_____

Specific Instructional Activities: (state)

1. Learning how to retrieve and communicate educational information
2. Preparing a "package" of information for a client (actual)

Evaluation indicators:

Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Recommended for Dissemination by the Educational Testing Service report: Dissemination Recommendations on and Descriptions of Exemplary Products, 1973.

Prepared by: Wayne E. Rosenoff
Date: September, 1973

Area: Diffusion

Content: School Organization and Administration

Title: Skills Training (PETC I)

Author: Charles Jung

Source: (Publisher/Distributor?)
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Prerequisite Competencies:
Course taken in Research Utilizing Problem Solving and Interpersonal Communication

Instructional and Staffing Requirements:

Target Audience: Selected Educators

Description: A program that provides training for consultants to bring about continuous learning of school personnel. Including communication techniques, problem solving, decision making and goal identification.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete: 5 days-
(40 hrs. including 4-screening sessions)
Components: (Producer Supplied)
1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.
Educators learn process for improving the organizational functioning of schools so that teachers' improvement efforts will be successful. Able to identify, write, diagnose, apply and evaluate issues problems skills and guidelines for conducting skill training exercises and needs of individuals within an organization.

(over)

(Circle one)		Cost to user
In preparation		$_____
Field testing	Revision no._____	$_____
Final copy		$_____
Copyright		$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes(X) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

** Related Programs: 1. Organizational Self Renewals PECT IV 2. Consultant Skills PETC II, 3. Organizational Development PETC III, 4. Negotiation in Education, 5. Interpersonal Influence, 6. (TRIM) Teaching Responsively for Individual Meanings

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell
September 1973 (date)

**7. (REAL) Relevant Explorations in Active Learning

Area: Diffusion

Content: School Organization and Administration

Title: The DAP Joint Problem-Solving Process

Author: John M. Nagle

Source: Center for the Advance Study
of Educational Administration
University of Oregon
1472 Kincaid
Eugene, Oregon 97401

Prerequisite Competencies:
None

Instructional and Staffing Requirements:
None

Target Audience: Students, teachers, administrators, citizens

Audience Size Restrictions:
Minimum: 6-8
Maximum: 100-120
Other: _____

Description: A report that describes a useful conception for managing groups within schools in such a way that members can systematically and collectively identify the most critical demands on them and also plan, implement and assess particular prescirptions designed to meet those demands.

Equipment Requirements:
(User Supplied)

Estimated time to complete: depending on group size

Components:

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

That groups will be able to identify and understand their most critical, common problem.

That groups will be able to develop prescriptions or solutions to those problems or to selected problems.

That groups will be able to implement and evaluate the success of those solutions.

Follow-up evaluation instruments:

Status of Development: As of 11/73 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No(X)

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No(X)
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes( ) No(X)
Post-test Yes( ) No(X)

Result of Product Evaluation:

Prepared by: John M. Nagle
Date: August 29, 1973

Area: Diffusion

Content: Organization and Administration

Title: Project Inform

Author: Francis C. Thiemann

Source: (Publisher/Distributor?)
Center for the Advanced Study of Educational Administration (Oregon)

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience:
School Staffs

Description:
A module that deals with 1 and 2-way communication, nonverbal communication, tacit communication, overload communication, bypass communication, written communication, group norms, and individual versus group.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:
8 hours

Components: (Producer Supplied)
1 module (8 packets in this set)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.
The objective of Project Inform is to isolate specific concepts and skills related to organizational and administrative behavior and to develop these into self-instructional training packages.

(over)

~~Winter 73-74~~

(Circle one)		Cost to user
In preparation		$_____
Field testing	Revision no._____	$_____
Final copy		$_____
Copyright		$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:
Materials are being tested in 20 settings and evaluation data are being collected and analyzed.

Related Programs:
Instructional Materials Development Program

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell
~~November 1973~~ (date)

Area: Diffusion

Content: Secondary Education

Title: Technological Applications Project: Instructional Systems Clearinghouse

Author: Floyd Urbach

Description: TAP is designed to collect and catalogue information about instructional systems and establish a national dissemination service for all subject matter areas.

Source: TAP
Floyd Urbach, Project Director
P.O. Box 1028
Corvallis, Oregon 97330
(503) 753-1671

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: Students, Teachers, Administrators

Estimated time to complete:

Components: 1. description forms, 2. reference guide, 3. sample sheets, 4. application

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: None

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Follow-up evaluation instruments:

Status of Development: As of_____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Prepared by:_____
Date: December, 1972

Area: Diffusion

Content: Urban Education

Title: Setting Goals for Local Schools: A Training Program in Local School Needs, Assessment and Goal Development (Community Program)

Author: Dr. James M. Morgan

Source: (Publisher/Distributor)
Department of Research and Development
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

Description: Ten (10) self contained instructional units provide local school-community members with skills in identifying the needs and problems of their school and translating these problems into goals.

Prerequisite Competencies:
None for community program

Instructional and Staffing Requirements: 1 Trainer

Equipment Requirements:
(User Supplied) Cassette tape deck, projector, screene, table and chairs for small groups

Target Audience: Seminar: education professional evaluators

Estimated time to complete:
16-20 hours

Components:
Community Training: 10 printed units and slides and tapes

Audience Size Restrictions:
Minimum: 5-6
Maximum: 21-24
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

Community - identify needs and problems of school
- validate problems with data and surveys
- translate problems to goals
- place goals in priority order
- take action on goals

Follow-up evaluation instruments:

Status of Development: As of Fall/73 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$ Free
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs:

Specific Ordering Instructions:

(e.g., ordering time requirements)
-- order from address on front
- allow 3 weeks for delivery

Administration of Program:

Training needed
Yes( ) No(X) Trainer's manual available with program

Training available at:

a. developer's facility
Yes( ) No(X)
Cost to user $_____

b. at user's location
Yes( ) No(X)
Cost to user $_____

Administration by developer Personnel:

Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state) -printed reading material accompanied by individual and group exercises - slide/tape presentations - group simulations - self evaluation feedback exercises

Evaluation indicators:

Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: James M. Morgan
Date: September 20, 1973

Area: Difussion

Content: Urban Education

Title: Setting Goals for Local Schools: A Training Program in Local School Needs, Assessment and Goal Development (Evaluator Program)

Author: Dr. James M. Morgan

Source: (Publisher/Distributor)
Department of Research and Development
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

Prerequisite Competencies: Familiarity in measurement and surveys

Description: Eleven (11) self contained instructional units provide local school-community members and professional evaluators with skills in identifying the needs and problems of their school and translating these problems into goals.

Instructional and Staffing Requirements: 1 Trainer

Equipment Requirements:
(User Supplied) Cassette tape deck, projector, screene, table and chairs for small groups

Target Audience: Seminar: education professional evaluators

Estimated time to complete:
16-20 hours

Components:
Evaluator Seminar: 11 printed units and slides and tapes

Audience Size Restrictions:
Minimum: 5-6
Maximum: 21-24
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Evaluators - serve as technical resource consultant
- assist local community groups, administrators, teachers, parents, and students in identifying problems and developing goals for their school.

Administration of Program:
Training needed
Yes( ) No(X) Trainer's manual available with program
Training available at:
a. developer's facility
Yes( ) No(X)
Cost to user $_____
b. at user's location
Yes( ) No(X)
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state) - printed reading material accompanied by individual and group exercises - slide/tape presentations - group simulations - self evaluation feedback exercises

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Follow-up evaluation instruments:

Status of Development: As of Fall/73 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$ Free
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)
- order from address on front
- allow 3 weeks for delivery

Prepared by: James M. Morgan
Date: September 20, 1973

Area: Diffusion

Content: Urban Education

Title: School Community Relation Workshop

Author: Farrell McClane

Source: (Publisher/Distributor?)

Director, Media Services Division
Center for Urban Education
105 Madison Avenue
New York, New York 10016

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: School administrators, teachers, community residents

Description: This program is designed for the purposes of improving school community relations by helping participants to work more effectively with the community participation in educational decision making, and to foster acceptance of the principle of accountability. The package being designed for use in the workshop covers eleven discussion topics for weekly meetings.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:
11 weeks

Components: (Producer Supplied)

1 package covering 11 discussion topics.

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(over)

(Circle one)		Cost to user
In preparation		$_____
Field testing	Revision no._____	$_____
Final copy		$_____
Copyright		$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Related Programs: Educational Leadership Development, Parent Participant Workshop

Specific Ordering Instructions:
(e.g. ordering time requirements)

Result of Product Evaluation:
Participants desire to play an active part in this program. The progress-centered approach which emerged as a major focus last year, enabled the participants to define areas of mutual concern and to propose and implement possible alternative actions leading to solution of these problems.

Prepared by: L.L. Russell
September 1973 (date)

Area: -Diffusion

Content: Higher Education

Title: Interpersonal Influence

Author: Dr. Bill Ward

Source: Northwest Regional Educational Laboratory
710 S.W. Second Avenue
500 Lindsey Building
Portland, Oregon 97204

Description: This program contains twenty units of instructional programs to provide teachers and administrators with skills in influencing individuals and groups.

Prerequisite Competencies:
(None)

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied) Tape recorders, index cards, projector, scissors, glue, record player, felt pen

Target Audience: School, personnel students, parents, etc.

Estimated time to complete: 30 hours in a five-day workshop

Components: 20 units

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Clarify intention and effect of perceived influence behaviors
2. Ability to use praise to influence
3. Ability to use criticism to influence
4. Ability to share leadership

Follow-up evaluation instruments:

Status of Development: As of 11/12/73 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs: Interpersonal Communications

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes(X) No( )
Cost to user $_____
b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No(X)
Cost to user $_____

Specific Instructional Activities: (state)
feedback sessions, evaluations, discussions in the group, role playing, observations, team activities, pennies game, entire group discussion.

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: James Yant
Date: November 14, 1973

Area: Diffusion

Content: Teacher Education

Title: Consultation Skills (PETCII)

Author: Charles Jung

Source: (Publisher/Distributor?)

Northwest Regional Educational Lab.
710 S.W. Second Ave.
500 Lindsey Building.
Portland, Oregon 97204

Prerequisite Competencies:

PETC I Interpersonal Influence

Instructional and Staffing Requirements:

Target Audience: Administrators, professors, State Dept. of Ed. Personnel

Description:

A program which provides consultation in developing skills and techniques to work with a client system in a temporary relationship.

Audience Size Restrictions:
Minimum: ~~Small groups~~
Maximum: ~~Major subsystem of org.~~
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:
9 days

Components: (Producer Supplied)

1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

The training consultants can help a staff make structural and normative changes in their organization.

(over)

(Circle one) Cost to user

In preparation $_____

Field testing Revision no._____ $_____

~~Final copy~~ $_____

Copyright $_____

May we use or test module in present status at our location? Yes( ) No( )

If not, When_____?

Administration of Program:

Training needed: Yes( ) No( )

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____

b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:

Pre-test Yes( ) No( )

Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

PETC I Skills Training, PETC II Organizational Development, PETC IV Organizational Self Renewal

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L. J. Russell

~~September 1973~~ (date)

Area: Diffusion

Content: Teacher Education

Title: Principles of Reinforcement-Wilkit #7

Author:

Source: (Publisher/Distributor?)
Weber State College
School of Education
Ogden, Utah 84403

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: Inservice/Preservice teachers-Elementary and Secondary level

Description: This package outlines the principles of learning theory and principles of reinforcement. The trainee learns various uses of reinforcement strategies and designs a behavior modification project on a child or an adult.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:
10-15 hours
Components: (Producer Supplied)
1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(over)

(Circle one) Cost to user

In preparation $_____

Field testing Revision no._____ $_____

Final copy $_____

Copyright $_____

May we use or test module in present status at our location? Yes( ) No( )

If not, When_____?

Administration of Program:

Training needed: Yes( ) No( )

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____

b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:

Pre-test Yes(X) No( )

Post-Test Yes(X) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell

_____ (date)

Area: Diffusion

Content: Teacher Education

Title: Schools Without Failure Seminars

Author: William Glasser, M.D.

Source: (Publisher/Distributor?)
Educator Training Center
2140 W. Olympic Blvd.
Los Angeles, California 90006

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: Principals and teachers of elementary schools

Description:

To remove failure from schools by providing principals and teachers with attitudes, procedures, and skills that will make the school and curriculum more relevant and motivating to students. To involve the school staff in constructive communication, discussion, and problem solving activities.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete: 3 months

Components: (Producer Supplied)
Audio-Tapes (60 Cassettes)
Films

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Provide principals and teachers with attitudes, procedures and skills that will make the school and the curriculum more relevant and motivating to the students.

(over)

(Circle one)		Cost to user
In preparation		$_____
Field testing	Revision no._____	$_____
Final copy		$_____
Copyright		$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:
Evaluations by teacher questionnaire

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell
September 1973 (date)

Area: Diffusion

Content: Teacher Education

Title: Stimulus Variations

Author: Florida Department of Education
Leon County Development Team

Source: (Publisher/Distributor?)
Panhandle Area Educational Cooperative
Post Office Drawer 190
Chipley, Florida 32428

Prerequisite Competencies:
Courses in Nonverbal Behavior and Communication & Presentation

Instructional and Staffing Requirements:

Target Audience: Inservice/Preservice Teachers, Elementary and Secondary

Description: This module helps teachers to identify basic stimuli modes that are typically used in the teaching-learning situation. Stimulus modes are then related to learning. Acquisition of this information will allow the trainee to demonstrate skills by controlling and manipulating certain stimuli in the classroom.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:
6 hours
Components: (Producer Supplied)
1 module, 3 super-8 film loops and 1 consumable

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.
Increase skills in evaluation, interpersonal communication, micro-teaching, nonverbal communication, and observation.

(over)

(Circle one)		Cost to user
In preparation		$_____
Field testing	Revision no._____	$_____
Final copy		$_____
Copyright		$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: James Yant
September 1973 (date)

Area: Diffusion

Content: Teacher Education

Title: "Teach More Faster"

Author: Madeline Hunter

Source: (Publisher/Distributor?)
TIP Publications
Post Office Box 514
El Segundo, California 90245

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: Pre- and in-service teachers, all levels

Description: A programmed text of instructional strategies most effectively used by classroom teachers. Includes techniques of planning, sequencing material and providing adequate practice for learning.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: (Producer Supplied)
1 text

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Learner will increase skills in feedback and reinforcement, interpersonal communications, motivation and developing pupil self.

(over)

(Circle one) Cost to user

In preparation $_____
Field testing Revision no._____ $_____
Final copy $_____
Copyright $_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:

Training needed: Yes( ) No( )

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:

Pre-test Yes(X) No( )
Post-Test Yes(X) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell

September 1973 (date)

Area: Diffusion

Content: Basic Research

Title: The Retrieval of Information Using Special Sources

Author: Freeman F. Elzey

Source: (Publisher/Distributor?)
The Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, Cal. 94103

Prerequisite Competencies:

Instructional and Staffing Requirements: 1 film, 3 film strips, 1 slide presentation, current copies of RIE and CIJE and the Thesaurus.

Target Audience:

Description: This module describes the type of sources and information relevant to the ERIC system. It is divided into six learning episodes and is self contained. It contains an introduction, assignment of reading materials and/or audio visual presentations, and various exercises for the student to perform.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied) film, slide, and film strip projectors.

Estimated time to complete: 18 hrs.

Components: (Producer Supplied) 1 module, series of documents, pamphlets, instructional manuals, excerpts from publications and audio visual aids.

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1) Be familiar with a variety of special information resources, 2) Know the general structure and types of information stored in ERIC system, 3) Know how ERIC reference tools are organized, 4) Know the purpose and function of the Thesaurus of ERIC descriptors, 5) Know how to complete a search of the ERIC system, using various reference tools and the general function of the ERIC computerized retrieval system, DIALOG.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:

Training needed: Yes( ) No(x)

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Review various documents, view films, slides and film strips, use ERIC system to locate and retrieve documents.

Evaluator indicators:

Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:
(e.g. ordering time requirements)
Film: "Spires/Ballot Report #7789
U.C. Extension Media System, Berlekey, Cal.
Film strip: "Introduction to ERIC",
National Audiovisual Center, Washington, D.C.

Prepared by: L.J. Russell

September 1973 (date)

Area: Evaluation

Content: School Organization and Administration

Title: Training Unit 4, Cost Evaluation: Application

Author: Charles L. Jenks

Source: (Publisher/Distributor?)
Far West Laboratory For Educational Research and Development
1855 Folsom Street
San Francisco, California

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: School District Personnel involved in long range planning.

Description:

This unit will provide the trainee with examples of the concepts and procedures of cost evaluation in real-life-situations.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: (Producer Supplied)

1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Trainees should be able to apply cost evaluation procedures to simulated data in real-life-situation.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:
Educational Mangement

Specific Ordering Instructions:
(e.g. ordering time requirements)
Anticipated Availability May, 1975

Prepared by: L.J. Russell
September 1973 (date)

Area: Evaluation

Content: Organization and Administration

Title: "A Sampler of Evaluation Workshop V: Progress Evaluation"

Author: Stephen P. Klein

Source: (Publisher/Distributor?)
Evaluation Technologies Program
Center for the Study of Evaluation
University of California
Los Angeles, California

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: Project, School District, and State Administrators, evaluators and teachers

Description: The workshop is developed to increase the number of people trained to conduct various evaluation activities. Participants work under the direction of a workshop leader who has participated in the work shop. Instruction involves training by lecture, reading, or AV presentations; practice in solving problems in the topic covered; feedback on how the problem should have been solved; and discussion of the rationale for these solutions.

Audience Size Restrictions:
Minimum: 3-9
Maximum: 75 or more
Other: _____

Equipment Requirements: (User Supplied)
Work tables & chairs, PA system pencils, paper, overhead projector

Estimated time to complete:
1 day

Components: (Producer Supplied)
1 leader's manual, questionaire, feedback sheets, exercises, pre-and posttest.

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1) Identify the duties and functions of the person responsible for conducting and supervising some of all the stages of an evaluation 2) Specify characteristics of progress evaluation and how they are related to other kinds of evaluation. 3) Identify duties and functions of the person responsible for conducting and supervising a progress evaluation. 4) Identify the factors to consider in determining the procedures used for selecting, collection, analyzing, and reporting progress evaluation information. 5) Anticipate and effectively deal with the kinds of problems one is likely to encounter in conducting a program evaluation.

(over)

(Circle one) Cost to user

In preparation $_____

Field testing Revision no._____ $_____

Final copy $_____

Copyright $_____

May we use or test module in present status at our location? Yes( ) No( )

If not, When_____?

Administration of Program:

Training needed: Yes( ) No(X)

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____

b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:

Pre-test Yes(X) No( )

Post-Test Yes(X) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

Evaluation Technologies Program

Specific Ordering Instructions:

(e.g. ordering time requirements)

Prepared by: L.J. Russell

September 1973 (date)

Area: Evaluation

Content: Organization and Administration

Title: Prioritizing Goal Indicators

Author: J.P. Gall, L.J. York, G.M. Oakley

Source: (Publisher/Distributor?)
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California

Prerequisite Competencies:

Instructional and Staffing
Requirements:

Target Audience: Inservice: school personnel,
assistant superintendents, principals,
Description: and graduate students

Module includes background reading covering concepts, and principles, team activities in which trainees practice the skills using simulated and actual input, and feedback activities.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:
3 hours
Components: (Producer Supplied)

1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

To improve trainee's skills, knowledge, and attitudes relevant to setting priorities among goal indicators based on assessment of school-relevant group and other criteria.

(over)

(Circle one) Cost to user

In preparation $_____

Field testing Revision no._____ $_____

Final copy--- $_____

Copyright $_____

May we use or test module in present status at our location? Yes( ) No( )

If not, When_____?

Administration of Program:

Training needed: Yes( ) No(x)

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____

b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:

Pre-test Yes(X) No( )

Post-Test Yes(X) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs: "Deriving District Goals"
"Refining Goals into Goal Indicators"
"Screening Sets of Goal Indicators"

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J.Russell

September 1973 (date)

Area: Evaluation

Content: School Organization and Administration

Title: Training Unit 3, Progress and Outcomes Evaluation: Application –

Author: Charles L. Jenks

Source: (Publisher/Distributor?)
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: School Decision Makers involved in long ranged planning.

Description: This module provides the trainee with examples of the use of the concepts and procedures of progress and outcome evaluations in real life situations depicted through case studies and practice in applying progress and outcome evaluation procedures to simulated data.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: (Producer Supplied)
1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Trainees should be able to apply progress and outcome evaluation procedures to simulated data in real-life-situations.

(over)

(Circle one) Cost to user

In preparation $_____

Field testing Revision no._____ $_____

Final copy $_____

Copyright $_____

May we use or test module in present status at our location? Yes( ) No( )

If not, When_____?

Administration of Program:

Training needed: Yes( ) No( )

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____

b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:

Pre-test Yes( ) No( )

Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

Educational Management

Specific Ordering Instructions:

(e.g. ordering time requirements)

* Anticipated Availability November, 1974

Prepared by: L.J. Russell

September 1973 (date)

Area: Evaluation

Content: Organization and Administration

Title: "The Superintendent: Politician and Manager?"

Author: L. Harmon Zeigler, Lawrence Pierce

Source: Center for the Advanced Study of Educational Administration
University of Oregon
1472 Kincaid
Eugene, Oregon 97401

Description: Survey data from two sources to describe the political and managerial world of the contemporary public school superintendent in an attempt to convey the need for good management in public education.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements: (User Supplied)

Target Audience: School administrators, school board members, educational researchers, and developers.

Estimated time to complete:

Components: 1 module

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes ( ) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Follow-up evaluation instruments:

Status of Development: As of Feb. '73 (date)
(Circle one) (Cost to user)
In preparation $_____
Field testing $_____
Final copy $_____
Copyright $_____
Revision no._____

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Related Programs: The Decision-Making Culture of American Public Education

Specific Ordering Instructions:
(e.g., ordering time requirements)

Prepared by:_____
Date: February 22, 1973

Area: Evaluation

Content: Secondary Education

Title: Introduction to Role Evaluation

Author: Eugene J. Millstein

Source: (Publisher/Distributor)
The Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Prerequisite Competencies:
None

Description: This module has five case studies. It is divided into eight sections. Section 1 describes the purpose of evaluating and defining two kinds of evaluations. Section 2 is the case studies on the central city program. Section 3 outlines the basic steps in the evaluation process and defines some of the important terms. Section 4-7 contains case studies dealing with the evaluation of Sesame Street. Section 8 contains several final activities.

Instructional and Staffing Requirements:
None. Can be self-administered by student.

Equipment Requirements:
(User Supplied)

Target Audience:
Professional level RDD&E

Estimated time to complete:
8-12 hours

Components:

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: no size restrictions

May we use or test module in present status at our location?
Yes (✓) No ( )
If not, when? _____
I believe yes. Contact Far West Laboratory.

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

(1) Present and describe examples of several evaluation efforts, (2) explain the general purpose of performing an evaluation, (3) present examples of specific evaluation objectives, (4) outline the basic steps in the evaluation process, (5) list many of the day to day tasks involved in an evaluation, (6) define validity, reliability, statistical significance, formative evaluation and summative evaluation.

Follow-up evaluation instruments:

Status of Development: As of_____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs: This is the introductory module in a series of modules on evaluation

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No(X)

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)
Question, problems and role playing

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: Eugene J. Millstein
Date: July 29, 1973

Area: Evaluation

Content: Vocational Education

Title: Impact Evaluation Model for R&D Outputs

Author: N.L. McCaslin

Source: (Publisher/Distributor?)
The Center for Vocational and Technical Education
Ohio State University

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: Educational Research and Development Personnel, and Evaluation Personnel

Description: This module contains directions for conducting impact evaluation, guidelines for use in implementing the impact evaluation, and sample instruments for use in collecting impact data.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: (Producer Supplied)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Educational R and D personnel should provide evidence of the results of funds expended.

(over)

(Circle one)		Cost to user
In preparation		$_____
Field testing	Revision no._____	$_____
Final copy		$_____
Copyright		$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs: Diffusion Strategies for Career Education

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J.Russell

September 1973 (date)

Area: Evaluation

Content: Higher Education

Title: Contracting for Evaluation and Auditing Services

Author: Stephen P. Klein, Dave Churchman and John Peper

Source: Center for the Study of Evaluation
University of California
Los Angeles, California 90024

Description: The workshop covers two topics, Contracting for Evaluation Services and Educational Program Auditing where-in Participants solve exercises based on evaluation & Auditing for recognition of inadequate instructional materials.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied) tables&chairs for each team, name tags, pencils, paper, and tape recorder

Target Audience:
Teachers, Project, School District State Administrators and Evaluators

Estimated time to complete: 1 day

Audience Size Restrictions:
Minimum: 3-9
Maximum: 75 or more
Other: _____

Components: 1 leader's manual, conversation tape, 2 participants notebooks, special exercise materials

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

1. Identify elements missing from an evaluation contract.
2. Identify inadequately written elements of an evaluation contract.
3. View contracts as spelling out complete relationships between the evaluator and the agency contracting for evaluation services,
4. Understand relationship of program auditing to educational evaluation and educational program management.
5. Identify elements of a complete audit plan.
6. Select an individual qualified to conduct an audit of an educational program.
7. Identify inadequately written elememts of an audit contract.

Administration of Program:

Training needed
Yes( ) No(X)

Training available at:

a. developer's facility
Yes( ) No( )
Cost to user $_____

b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:

Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Follow-up evaluation instruments:

Status of Development: As of Winter 73 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs:

A Sampler of Evaluation Workshop V
Progress Evaluation

Specific Ordering Instructions:

(e.g., ordering time requirements)

Evaluation indicators:

Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: James Yant
Date: September 1973

Area: Evaluation

Content: Higher Education

Title: EPEC: Evaluation the Process of Educational Change

Author: Jack Sanders

Source: (Publisher/Distributor?)
Evaluation Center, College of Education
Ohio State University
1712 Neil Avenue
Columbus, Ohio 43210

Prerequisite Competencies: RUPS, an instructional system produced by the Northwest Regional Laboratory is a prerequistic for EPEC.

Instructional and Staffing Requirements:
A trained instructor who has completed EPEC. No more than 3 sextets of participants per instructor.

Target Audience: Educational Evaluators & Evaluation-oriented educational leaders.

Description: A seven module instructional system, 1) Introduction, 2) The Organization-A Setting, 3) The Innovation, 4) The Consumer:Resistance, 5) The Consumer: Acceptance, 6) The Advocate:Strategies, and 7) The Contract which train participants to evaluate some aspects of the Educational Change Process.

Audience Size Restrictions:
Minimum: _____
Maximum: 6 participants per/Instructor
Other: _____

Equipment Requirements: (User Supplied)
A cassette player, room with tables & chairs to accomodate 18 persons, small room group work.
Estimated time to complete: 30 hrs.

Components: (Producer Supplied)
7 modules, 1 cassette (17.50)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.
1) Participants will develop process evaluation skills 2) Participants will be able to identify the kinds of decisions serviced by a process evaluator.

(over)

(Circle one)

In preparation
Field testing
Final copy
Copyright

Revision no._____

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:

Training needed: Yes(X) No( )

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes(X) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:

Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments?

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: James Yant

September 1973 _____ (date)

Area: Evaluation (outcome)

Content: Teacher Education

Title: Instructional Revision

Author: Dr. Edward N. Hobson

Description: A module designed to assist faculty members in determining the proper procedures and processes necessary to revise instructional materials

Source: (Publisher/Distributor)
National Laboratory for Higher Education
Mutual Plaza
Durham, North Carolina

Prerequisite Competencies:
None

Instructional and Staffing Requirements:
None

Equipment Requirements:
(User Supplied)

Target Audience:
Two (2) year college faculty

Estimated time to complete:
½ day

Components: 1 module

Audience Size Restrictions:
Minimum: _____
Maximum: unlimited
Other: _____

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(1) List reasons for importance of collect revision data.
(2) List four procedures for collecting revision data.
(3) List three problem areas found by collecting and analyzing revision data.
(4) List two examples of action that might be taken for each of the three common problem areas generally found by collecting and analyzing revision data.
(5) List four kinds of information that would be useful in revising instructional materials.

Follow-up evaluation instruments:
Copy of workshop evaluation sent to participating institution

Status of Development: As of Aug. '73 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs: Instructional Ends, Instructional Means, and Writing Higher Objectives.

Specific Ordering Instructions:
(e.g., ordering time requirements)
1 month

Administration of Program:
Training needed
Yes( ) No(X)

Training available at:
a. developer's facility
Yes( ) No(X)
Cost to user $_____
b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:
Yes(X) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Users participate as students in individualized instructional activities

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:
Feedback from evaluation utilized to revise product and total workshop.

Prepared by: A.D. Schmidt
Date: August, 1973

Area: Evaluation

Content: Teacher Education

Title: Constructing Test Items To Measure Instructional Objectives

Author: Stephen P. Klein

(Pulisher/Distributor?)
Source: Center for the Study of Evaluation
University of California
Graduate School of Education
Los Angeles, California 90024

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: Teachers

Audience Size Restrictions:
Minimum: 3
Maximum: 75 or more
Other: _____

Description: The workshop covers three major topics: Advantages&Limitations of Various Items Formats, Rules for the Construction of Test Item & Special Topics, which gives Training in Rules & Procedures in Item Writing.

Equipment Requirements:
(User Supplied) name tags, tables, sharpened pencil with erasers, three ring binders for participants's notebook.

Estimated time to complete: 1 day

Components: 1 leader's manual, participant's notebook: 1 per/participant and 1 for the leader, pre-and posttest, Form A&B.

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Identify the major characteristics, advantages and limitations of the six basic kinds of achievement test items, such as multiple choice, completion, etc.
2. Be able to avoid common item writing errors, such as providing unintentional clues to the correct answer.
3. Understand how to write test items that are consistent with the objectives they are to measure.

Follow-up evaluation instruments:

Status of Development: As of _____(date)
(Circle one) (Cost to user)
In preparation $_____
Field testing $_____
Final copy $_____
Copyright 1971 $_____
Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No(X)

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state) Practice feedback, discussion & application of instructional materials

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: James Yant
Date: September 1973

Area: Evaluation

Content: BAsic Research

Title: The Evaluation of Educational RDD&E Training Programs

Author: John E. Hopkins

Source: Indiana University, School of Education
Education Building
Bloomington, Indiana 47401

Description: To produce persons trained to work collaboratively with professional, technical and para-professional associates. These training programs which focus on educational DD&E will produce field-oriented people to work on the basic and important problems which confront public and private schools at all levels

Prerequisite Competencies:

193

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: Evaluators, Research training personnel

Estimated time to complete:
3 years

Components: Staff and trainee selection

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes ( ) No (X)
If not, when? This study is incomplete.

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Developing training programs which focus on Education DD&E to complement the existing training programs in Educational Research
2. Produce persons trained to work collaboratively with professional, technical and para-professional associates, [illegible] existing programs.

Administration of Program:
Training needed
Yes(x) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $

[illegible]:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Follow-up evaluation instruments:

Status of Development: As of April '72 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:
Of three sites evaluated, one site needed more desirable sets of objectives, one site required reformulation of the training being offered in their particular program and one site did not need modification.

Prepared by:_____
Date: November 8, 1973

Area: Planning

Content: Organization and Administration

Title: Community Oriented Change Process

Author: Rowan Stutz

Source: (Publisher/Distributor?)
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: Teachers, community change agents in community & community action teams.

Description: A training program utilizing a step-by step method for involving citizens in in local improvement of rural schools. As a result of the program, skills to assess the need of schools, diagnose & solve problems locate relevant options for learning , evaluate & modify programs should be developed.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: (Producer Supplied)
1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Plan and conduct a need assessment
2. Plan and conduct a skill building work shop,
3. Identify options for learning
4. Conduct a lecal awareness program
5. Install programs selected and
6. Conduct training in evaluation.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes(X) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes(X) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:
Testing of prototype materials is underway in Oregon and Montana communities.

Related Programs:
Rural Education Program

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: James Yant
September 1973 (date)

Area: Planning

Content: School Organization and Administration

Title: Deriving District Goals

Author: J.P. Gall, L.J. York, G. M. Oakley

Source: (Publisher/Distributor?)
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, Califronia 94103

Prerequisite Competencies:

A high level of skill or knowledge is not required for entry into training.

Instructional and Staffing Requirements:

Target Audience: Inservice: school personnel, assistant superintendents, principals, and graduate students.

Description:

This module includes background reading covering concepts and principles, team activities in which trainees practice the skills using simulated and actual feedback activities.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

3 hours

Components: (Producer Supplied)

1 module---$8. 95

Performance/Behavioral Objectives:

Note: Please specify nature of objectives.

To improve trainee's skills, knowledge and attitudes relevant to deriving goals and other criteria.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes(X) No( )
Post-Test Yes(X) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs: "Refining Goals into Goal Indicators", "Screening Sets of Goal Indicators", and "Prioritizing Goal Indicator".

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J.Russell
September 1973 (date)

Area: Planning

Content: Organization and Administration

Title: How to Identify Feasible Alternatives

Author: Mike Marvin

(Publisher/Distributor?)
Source: Research for Better Schools
Suite 1700
1700 Market Street
Philadelphia, Pennsylvania 19103

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: School district personnel

Description: Provides information on appropriate strategies for searching and identifying potentially useful curriculum product.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: 1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(over)

(Circle one)		Cost to user
In preparation		$_____
Field testing	Revision no._____	$_____
Final copy		$_____
Copyright		$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:

Training needed:	Yes( ) No( )		
Training available at:			
a) developer's facility	Yes( ) No( )	Cost to user	$_____
b) at user's location	Yes( ) No( )	Cost to user	$_____
Administration by developer personnel	Yes( ) No( )	Cost to user	$_____

Specific Instructional Activities: (state)

Evaluator indicators:

Pre-test	Yes( )	No( )
Post-Test	Yes( )	No( )

Follow-up evaluation instruments:

Result of Product Evaluation:
Product have been evaluated and revised by intensive field testing in two school districts.

Related Programs: Administering for Change Program

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell

January 1974 (date)

(two)

Area: Planning

Content: Organization and Administration

Title: Cost and Effectiveness Guide for Administrators —

Author: Mike Marvin

Source: (Publisher/Distributor?)
Research for Better Schools, Inc.
Suite 1700
1700 Market Street
Philadelphia, Pa. 19103

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: School district personnel

Description: A planning process of the local school district as it relates to the assessment and improvement of current curricular programs in the schools, with specific interest in providing technologies to assist schools in individualizing and humanizing their programs.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: (Producer Supplied)
1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs: Administering for Change Program

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J.Russell
February 1974 _____ (date)

Area: Planning

Content: Organization and Administration

Title: EPMIS: Executive Orientation To Project Management

Author: C. Peter Cummings & Desmond L. Cook

(Publisher/Distributor?)
Source: Research for Better Schools
Suite 1700
1700 Market Street
Philadelphia, Pennsylvania 19103

Description: A program designed to orient School District Personnel and Community leaders to the concepts of project management, project management capability, and basic information concerned with the application of the concepts. It increases a local school district's capability to implement decisions to change, both on a short term and long term basis; and deal with the crisis condition (immediate pressing problems) on a short term basis.

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: School District Personnel

Estimated time to complete:

Components: 1 module

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes ( ) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

The student should be able to:
1) Define a project and create a work breakdown structure.
2) Develop a work flow.
3) Create a management information system.
4) Develop a reporting system.
5) Identify, solve problems and their causes through decision making.
6) Terminate a project.

Follow-up evaluation instruments:

Status of Development: As of May, 73 (date)
(Circle one) (Cost to user)
In preparation $_____
Field testing $_____
Final copy $_____
Copyright $_____
Revision no._____

Related Programs:
Administering for Change Program

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Module has been evaluated and revised by means of evaluation seminars in four cities-an advisory committee of experts in the field and through an extensive field involvement in the Trenton, New Jersey Public Schools.

Prepared by: L.J. Russell
Date: September 1973

Area: Planning

Content: Organization and Administration

Title: Information Unit 1 on School Organization

Author: Joyce P. Gall

Source: (Publisher/Distributor?)
Far West Laboratory for Educational R&D
1855 Folsom Street
San Francisco, California

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: School district decision makers involved in long range instructional planning.

Description: This program consists of an "Introduction to the Instructional Program Management System", "Overview of the concept "Organizational Arrangement" and diagnostic tools to help school decision makers to analyze their existing arrangement(s) for managing instructional programs and to determine the characteristics of an arrangement that would better meet their needs.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: (Producer Supplied)

1 information unit

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1) Awarness of the diagnostic tools to help school decision makers to analyze their existing arrangements for managing instructional programs.
2) Ability to determine the characteristics of an arrangement that would better meet their needs.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:
Educational Management

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell
September 1973 (date)

Area: Planning

Content: Organization and Administration

Title: SPECS: School Planning Evaluation and Communication System (formerly known as DEPS)

Author: Publisher: General Learning Corporation

Description: A program designed specifically for schools that decentralize decision making and at the same time increase accountability.

Source: Center for Advanced Study of Educational Administration (CASEA)
University of Oregon
1472 Kincaid Street
Eugene, Oregon 97401

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements: (User Supplied)

Target Audience: Teachers and administrators

Estimated time to complete:

Components: 1 module

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

May we use or test module in present status at our location?
Yes ( ) No (X)
If not, when? _____
Interested parties may correspond with Dr. Jack Nagle, CASEA

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

To identify/organize its many operating programs, develop a program cost accounting and budgeting system, facilitate program planning and evaluation, involve citizens in defining broad educational goals and match the desired and actual performance of its operating programs with its citizens and broad goals.

Follow-up evaluation instruments:

Status of Development: As of 7/25/73 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$ not determined
Final copy	$_____
Copyright	$_____
Revision no._____	

Related Programs: MUST, Project Inform, DAP Joint Problem-Solving Process & Materials

Specific Ordering Instructions:
(e.g., ordering time requirements)

**structional and curricular changes by helping administrators and other school personnel discover ways of implementing the emerging and most promising techniques, strategies and goals.

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:
Yes(X) No( )
Cost to user $_____

**Specific Instructional Activities: (state) 1) to develop test and refine a comprehensive planning and evaluation system for schools. 2) to facilitate in-

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Very good results!
It was shown that SPECS does all those things stated in the Performance Behavioral Objectives.

Prepared by: Carol Morse CASEA Editor
Date: July 25, 1973

Content: Higher Education

Title: Consideration of Alternatives (Entry-Professional Level and Paraprofessional Level)
Author: Marjorie L. Kelley and Kenneth D. Kennedy

Source: (Publisher/Distributor?)
The Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California

Prerequisite Competencies:

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete: 8-12 hours in class, 16-24 hours outside of class, inclusive
Components: (Producer Supplied)
1 module (4 episodes)

Instructional and Staffing Requirements:
An instructional manager operates as a pacer and checks the progress of each student.

Target Audience: Professional and Paraprofessional students

Description: This module orients the students to the baxic tasks of selecting between alternatives usually performed by the educational developer. It is divided into 3 mandatory episodes and 1 optional episode. The optional consists only of a problem. All other episodes consist of readings and questions and the assigned problem.

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.
1. The student should have developed the technique and processes to choose between alternatives in problem solving.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user:
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)
1. The students will collect, organize and present information relevant to specific aspects of selected alternatives.
2. Students will tend or invert two feasible solutions within the context of a simplified planning problem.
3. Students will compare developed alternatives to a standard selection on several criteria.

Evaluation instruments:
Pre-test Yes(X) No( )
Post-Test Yes(X) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell
September 1973 _____ (date)

Area: Planning

Content: Higher Education

Title: Development ofProject Management Training Packages for Local School District Personnel (Project Management Package)

Author: Desmond L. Cook

Description: Twelve individual lessons and their relationship to four phases: 1. Project Planning Phase, 2.Implementation Phase, 3. Operational Control Phase, 4. Termination Phase for Development of Competencies in Project Management.

Source: Educational Program Management Center,
Educational Development Faculty,
College of Education
The Ohio State University
Columbus, Ohio 43210

Prerequisite Competencies:

Instructional and Staffing Requirements:

Advisory Committee knowledgeable in areas related to projects regarding instructional Design and Evaluation.

Target Audience:

Present and Potential Project Managers

Audience Size Restrictions:

Minimum: _____

Maximum: _____

Other: _____

Equipment Requirements:

(User Supplied) tables, chairs, a screen, blackboard, carousel projector, an amplified lecturn, cassette tape recorder

Estimated time to complete: 5 days

Components: pretest, posttest, a tape script, exercises and lesson reaction sheets.

May we use or test module in present status at our location?

Yes ( ) No ( )

If not, when? _____

*Project must be conducted by developer because further revisions must be made.

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Not listed

Follow-up evaluation instruments:

Four Point Subjective Rating Scale

Status of Development: As of 9/30/71 (date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes(X) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes(X) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: James Yant
Date: November 12, 1973

Area: Planning

Content: Teacher Education

Title: How to Prepare and Use Job Descriptions

Author:

Source: (Publisher/Distributor?)
Research for Better Schools, Inc.
Suite 1700
1700 Market Street
Philadelphia, Pa. 19103

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: School District Personnel

Description: Emphasizes reality oriented role restructing and the dynamics of role interaction, especially as related to the introduction and management of curriculum innovations in school districts.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:

Components: (Producer Supplied)
1 module

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(over)

(Circle one)
In preparation
Field testing Revision no.____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When _____?

Administration of Program:
Training needed: Yes( ) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:
Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs: **Administering for Change Program**

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell
September 1973 (date)

Area: Planning

Content: Teacher Education

Title: "Organizational Development Skills (PETCIII)"

Author: Charles Jung

Source: (Publisher/Distributor?)

Northwest Regional Educational Lab.
710 S.W. Second Ave.
500 Lindsey Building
Portland, Oregon 97204

Prerequisite Competencies:

PETC II, System Technology, Understanding conflict & negotiations.

Instructional and Staffing Requirements:

Target Audience: Administrators, professors, State Dept. of Ed. Personnel

Description:

Provide training for consultants to bring about continuous learning of school personnel and improvement of educational systems. This improvement includes conducting a real organizational development project over several months.

Audience Size Restrictions:
Minimum: _____
Maximum: Organization
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:
Five--2 day sessions

Components: (Producer Supplied)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

Apply techniques for changing organizational structure and norms. Increase functional capabilities of a school system.

(over)

(Circle one)

		Cost to user
In preparation		$_____
Field testing	Revision no._____	$_____
Final copy		$_____
Copyright		$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:

Training needed: Yes( ) No( )

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Evaluator indicators:

Pre-test Yes( ) No( )
Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

PETC I Skill training, PETC II Consultant skills, PETC IV Organizational Self Renewal.

Specific Ordering Instructions:
(e.g. ordering time requirements)

Prepared by: L.J. Russell

September 1973 (date)

Area: Planning

Content: Teacher Education

Title: Program Implementation Planning Training Unit
Preliminary Form Development and Testing

Author: Lynn Jenks

Source: (Publisher/Distributor?)
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience: School Personnel

Description: A basic program consisting of a training unit designed to assist school personnel acquire knowledge, understanding and basic skills in the crucial functions of determining instructional programs.

Audience Size Restrictions:
Minimum:
Maximum: 5-8
Other:

Equipment Requirements: (User Supplied)

Estimated time to complete: Five Simulations sessions 3 hours per/session

Components: (Producer Supplied)
Group leader supplies-meeting place, manual, wrapping paper, felt pens, masking tape, chalk blackboard, eraser, notepads and pencils

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Skill developed in writing clearly understood problem statements.
2. Ability to analyze implementation functions and place them in a feasible sequence.

(over)

(Circle one)
In preparation
Field testing Revision no._____
Final copy
Copyright

Cost to user
$_____
$_____
$_____
$_____

May we use or test module in present status at our location? Yes( ) No( )
If not, When_____?

Administration of Program:
Training needed: Yes(X) No( )
Training available at:
a) developer's facility Yes( ) No( ) Cost to user $_____
b) at user's location Yes( ) No( ) Cost to user $_____
Administration by developer personnal Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)
Participants had to develop an implementation plan of their design, for a problem of their choosing.

Evaluator indicators:
Pre-test Yes(X) No( )
Post-Test Yes(X) No( )

Follow-up evaluation instruments:

Related Programs:

Specific Ordering Instructions:
(e.g. ordering time requirements)

Result of Product Evaluation: 1) The leader's role need to be strongly supported in terms of responsibilities for keeping the group on target. 2) The participants need assistance to understand how a program budget can be developed that's based on the plan. 3) The workshop participants seemed to lack a sufficient understanding of the planning process, how functions relate to tasks, a consensus on terminology and the importance of focusing on "what" need to be accomplished.

Prepared by: L.J. Russell
September 1973 (date)

Area: Planning

Content: Teacher Education

Title: 1973 Florida Catalog: Teacher Competencies

Author:

Description: The catalog provides users with an array of competency statements from which descriptions of teachers can be built.

Source: Florida Department of Education
Division of Elementary & Secondary Education
Florida Educational Research and Development Program

Prerequisite Competencies:

Instructional and Staffing Requirements:

Equipment Requirements:
(User Supplied)

Target Audience: Teacher educators in Florida, school district persons concerned with in-service training, teacher evaluation, and certification, and The Florida Department of Education

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Estimated time to complete:

Components:

May we use or test module in present status at our location?
Yes (X) No ( )
If not, when? _____

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

1. Be able to select teacher competencies
2. Judge satisfactory performance of operationalized competencies
3. Design a Teacher Education Program

Follow-up evaluation instruments:

Status of Development: As of _____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright 1973	$_____
Revision no._____	

Related Programs:

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No( )

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state) Additional copies of the Florida Catalog of Teacher Competencies may be purchased at: Panhandle Area Educational Cooperative, Post Office Drawer 190, Chipley, Florida 32428

Evaluation indicators:
Pre-test Yes( ) No( )
Post-test Yes( ) No( )

Result of Product Evaluation:

Prepared by: James Yant
Date: September 1973

Area: Planning

Content: Basic Research

Title: Introduction to Component Design

Author: Eugene J. Millstein

Source: (Publisher/Distributor)
The Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Prerequisite Competencies:
None

Description: Introduces student to some important considerations in the design of educational products. The design considerations are organized by three points of view--producer, distributor, and user. Considerations include concepts such as materials, time constraints, cost to produce, transportability, installation, maintenance, cost to use, etc. Several in-depth case studies permit students to analyze designs in terms of these considerations.

Instructional and Staffing Requirements:
None. Can be self-administered by student. Feedback from instructor would be useful.

Target Audience: Entry - level professional RDD&E.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: None

Equipment Requirements:
(User Supplied)
None

Estimated time to complete:
8-12 hours

Components:
All included in module

May we use or test module in present status at our location?
Yes ( ) No ( )
If not, when? _____
I believe yes. Contact Far West Laboratory.

(OVER)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(1) For each of the design considerations discussed in the module.
   a) briefly describe or define it
   b) give an example of how failure to examine it can lead to a bad design, and
   c) give an example of how careful attention to it can lead to a good design.
(2) Show how producer, distributor, and user considerations may sometimes conflict.
(3) Use the considerations to identify and explain potential weaknesses and strengths of proposed designs.
(4) Use the considerations to help you design a component to meet a given educational problem.

Follow-up evaluation instruments:

Status of Development: As of_____(date)

(Circle one)	(Cost to user)
In preparation	$_____
Field testing	$_____
Final copy	$_____
Copyright	$_____

Revision no._____

Related Programs: This is module 6 in a whole series relating to educational planning and design.

Specific Ordering Instructions:
(e.g., ordering time requirements)

Administration of Program:
Training needed
Yes( ) No(X)

Training available at:
a. developer's facility
Yes( ) No( )
Cost to user $_____
b. at user's location
Yes( ) No( )
Cost to user $_____

Administration by developer Personnel:
Yes( ) No( )
Cost to user $_____

Specific Instructional Activities: (state)
Questions, problems, and role playing using case studies.

Evaluation indicators:
Pre-test Yes(X) No( )
Post-test Yes(X) No( )

Result of Product Evaluation:

Prepared by: Eugene J. Millstein
Date: July 29, 1973

Area: Statistics

Content: Basic Research

Title: Major Statistic Concepts

Author: Martin Burlingame

Source: (Publisher/Distributor?)
Department of Educational Administration
School of Education
University of New Mexico
Albuquerque, New Mexico

Prerequisite Competencies:

Instructional and Staffing Requirements:

Target Audience:

Description: This workshop covers nine areas. The first week will cover concepts about theory and hypothesis, Operational definitions, level of measurement, nominal scale, interval scales, descriptive statistics. The second week covers concepts about hypothesis testing, T test, analysis of variance. The third week covers correlation, regression, and non-parametric test.

Audience Size Restrictions:
Minimum: _____
Maximum: _____
Other: _____

Equipment Requirements: (User Supplied)

Estimated time to complete:
18 hours of instructional time

Components: (Producer Supplied)

Performance/Behavioral Objectives:
Note: Please specify nature of objectives.

(over)

(Circle one) Cost to user

In preparation $_____

Field testing Revision no._____ $_____

Final copy $_____

Copyright $_____

May we use or test module in present status at our location? Yes( ) No( )

If not, When_____?

Administration of Program:

Training needed: Yes( ) No( )

Training available at:

a) developer's facility Yes( ) No( ) Cost to user $_____

b) at user's location Yes( ) No( ) Cost to user $_____

Administration by developer personnel Yes( ) No( ) Cost to user $_____

Specific Instructional Activities: (state)

Reading, discussion, and computation

Evaluation indicators:

Pre-test Yes( ) No( )

Post-Test Yes( ) No( )

Follow-up evaluation instruments:

Result of Product Evaluation:

Related Programs:

Specific Ordering Instructions:

(e.g. ordering time requirements)

Prepared by: L.J.Russell

September 1973 (date)

INDEX

Activities in Educational DD&E, 53
American Educational Research Association, 47
American Institute for Research, 83
Analysis of Instruction, 107
Apprenticeship Workstudy in Physical Science, 83
Arends, R., 135
Banker, E. L., 89, 131
Bernal Jr., E. M., 77
Bilingual Kindergarten, 77
Bostick, N. G., 59, 97
Burlingame, M., 51, 223
Canter, R., 53
CASEA-Center for Advanced Study of Education Admin., 147, 149, 163, 191, 217
Center for Study of Evaluation, 117, 173, 185, 191
Center for Urban Education, 155
Center for Vocational Tech. Educ., 183
Churchman, D., 185
Cincinnati Public School, 151
Community Change, 195
Component Design, 221
Consideration of Alternatives, 209
Cook, D. L., 95, 101, 203, 211
Cost Evaluation, 171
Cummings, C. P., 69, 95, 203
Curricular Materials, 55
Curriculum Designs, 57
Data Management, 81
Deriving Objectives, 59
Deriving Goals, 197
Designing Instructional Programs, 61
Developing Skills & Knowledge in Ed. RDD&E, 47
Disseminating Education Information, 141
Dunn, J. A., 83
Early Childhood, 75
Educational Needs, 85
Educational Service Center, 113
Educational Training Center, 163
Elzey, F., 103, 169
Emory, R., 121
Evaluation for R&D Outputs, 183
Evaluation in Auditing Services, 185
Evaluation of Educational Change, 187

Evaluation of Education, RDD&E, 193
Evaluation Workshop V, 173
Facilitating Inquiry, 109
Falk, P., 93
Far West Laboratory, 43, 53, 59, 61, 63, 71, 81, 91, 97, 103, 139, 141, 169, 171, 175, 177, 181, 197, 205, 209, 217, 221
Feasible Alternatives, 199
Fla. Dept. of Educ., 165, 219
F. S. U., 123
Gage, N. L., 129
Gall, J. P., 63, 97, 175, 197, 205
General Learning Corp., 163
Glasser, W., 163
Goals for Local Schools, 151
Goal Indicators (prioritizing), 175
Goal Indicators (screening), 63
Gow, D. T., 55, 57
Guide for Administrators, 201
Hale, J. R., 170
Hansen, J., 119
Heathers, G., 99
Hilderbrand, J., 93
Hobson, E. N., 189
Hood, P., 71
Hopkins, J. E., 193
Howare, R., 121
Hunter, M., 167
Indiana University, 193
Indicators of Performance, 111
Individualized Instructions, 113
Instructional Deve. Institute, 87
Instructional Ends, 115
Instructional Materials, 89
Instructional Objectives, 117
Instructional Revision, 189
Interactional Analysis, 119
Interpersonal Communication, 121
Interpersonal Influences, 157
Jenks, C. L., 59, 61, 97, 171, 177, 217
Jung, C., 45, 67, 109, 121, 133, 143, 159, 215
Kelley, M. L., 209
Kennedy, K. D., 209
Klein, S. P., 117, 173, 185, 191
Language Dev. & Reading, 77
Lemkin, S., 111

Lin, Hsuan, 111
Listening & Speaking, 91
Management Utilization, 65
Martin, R., 113
Marvin, M., 127, 199, 201
McCaslin, N. L., 183
McClane, F., 155
McMinamin, R. K., 91
Measuring Instructional Objectives, 191
Melnotte, J. M., 83
Mich. St. University, 87
Millstein, E. J., 83, 139, 181, 221
Module Development, 123
Morgan, J. M., 151
Nagle, J. M., 145
National Laboratory, 105, 115, 189
Nealy, B., 93
Nedler, S., 75, 85
Nicely, Jr., R. F., 137
Northwest Laboratory, 45, 67, 85, 107, 109, 119, 121, 125, 143, 157, 159, 195, 215
Oakley, G. M., 63, 175, 197
Observing and Interviewing, 43
O. S. U., 101, 211
OSU, Eval. Center, 93, 187
OSU Model Training, 93
Orientation to Project Management (EPMIS), 203
Otto, J. G., 59, 97
Panhandle Area Education Coop., 165
Paul, M., 103
Peper, J., 185
Perceived Purpose #6, 125
Personal Requirement for Ed. RDD&E, 49
Pierce, L., 179
Pino, R., 45, 121
Popham, W. J., 125
Prepare & Use Job Description, 213
Preparing Education Training Consultants, I, II, III & IV, 67, 143, 159, 215
Principles of Reinforcement, 161
Problem Solving, 145
Program Implementation, 215
Progress & Outcome Evaluation, 177
Project Inform, 147
Project Management (EPMIS), 69

Project Management (OSU), 211
Proposal Deve. (EPMIS), 95
Pupil Need Package, 127
Quellmalz, E., 131
Research for Better Schools, 69, 95, 111, 127, 199, 201, 203, 213
Research in Organization, 51
Research Paper, 135
Retrieval of Information, 169
Role Evaluation, 181
Rittenhouse, C., 49
Rasenoff, W., 141
Sanders, J., 93, 187
Sawin, E. I., 43
School Community Relations, 155
School Organization, 205
School Planning Evaluation Communicating System, 207
School Without Failure, 163
Scholler, C. F., 87
SCRDT Program & Work Units, 129
Setting Goals, Analyze, Problem, Deriving Obj., 97
Social Education, 79
Southwest Laboratory, 75, 77, 79, 85
Spanjer, A., 107
Stanford Res. Inst., 49
Stanford University, 129
State Univ. at Buffalo, 135
Static Concepts, 223
Steel, L., 53, 81
Stimulus Variation, 165
Stutz, R., 195
Superintendent, 179
TAP Clearinghouse, 149
Teacher Competencies, 219
Teach More Faster, 167
Techniques for Instructional Designs, 131
Thieman, F. C., 65, 147
Thinking Abilities, 133
T. I. Publication, 167
Training Dev. Personnel for Program of Local Change, 137
Training Ed. R&D Personnel, 99
Training Package of Project Management (OSV), 101
Training Model for DD&E Personnel, 71
Training Program for DD&E Personnel in Education, 103
Tryout & Revision, 139
UCLA, 89, 131

Univ. of New Mexico, 51, 223
Univ. of Pittsburgh, 55, 57, 99, 137
Urbach, F., 149
Utilizing Problem Solving, 45
Vaugham Jr., J. J., 123
Vimcet, 125
Ward, B., 157
Weber St. College, 161
Westcott, P., 105, 115
Williamson, H., 79
Writing Objectives, 105
York, L. J., 63, 97, 175, 197
Zeigler, L. H., 179